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BULLETIN OF OBERLIN COLLEGE

NEW SERIES No. 83

ANNUAL REPORTS OF THE PRESIDENT AND THE TREASURER OF OBERLIN COLLEGE 1911-12

BULLETIN OF OBERLIN COLLEGE

DEPARTMENT BULLETINS

The following department bulletins will be issued during the year 1913:

BULLETIN OF THE COLLEGE OF ARTS AND SCIENCES, with the announcement of courses to be offered in 1913-14, to be published May 1, 1913.

CATALOGUE OF THE THEOLOGICAL SEMINARY, with announcements for 1913-14, to be published March 1, 1913.

CATALOGUE OF THE CONSERVATORY OF MUSIC, including the programs of all concerts and recitals for 1912-13, to be published July 1, 1913.

CALENDAR OF OBERLIN ACADEMY, including announcements of courses for 1913-14, to be published May 15, 1913.

ANNOUNCEMENT OF THE SUMMER SESSION, with descriptions of courses to be offered during the Summer Session of 1913, to be issued April 1, 1913.

The department bulletins above referred to give information in regard to entrance requirements, expenses, courses of study, and requirements for graduation, including lists of students in attendance during the year 1912-13. They will be sent, free of charge, upon request addressed to the Secretary of Oberlin College.

OTHER PUBLICATIONS

Other publications issued by Oberlin College include the ANNUAL CATALOGUE, the next edition of which will be issued under date of January 25, 1913, and the ANNUAL REPORTS OF THE PRESIDENT AND TREASURER (this publication).

OBERLIN COLLEGE

ANNUAL REPORTS

OF THE PRESIDENT AND THE
TREASURER OF OBERLIN
COLLEGE FOR 1911-12

PRESENTED TO THE BOARD OF
TRUSTEES AT THE ANNUAL
MEETING, NOVEMBER 15, 1912

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CALENDAR

In the College of Arts and Sciences and in the Theological Seminary the year is divided into two semesters; in the Conservatory of Music and in Oberlin Academy the year is divided into three terms.

COLLEGE YEAR OF 1913-14

1912

Sept. 24, Tu.—First day of registration of students, beginning at 8:00 a. m.

Sept. 25, We.—Academic Year begins in all departments.

Nov. 15, Fr.—Annual Meeting of the Board of Trustees, 9:30 a. m.

Nov. 28, Th.—Thanksgiving Day: a holiday.

Dec. 18, We.—Beginning of winter recess, 11:00 a. m.

1913

Jan. 3, Fr.—End of winter recess; recitations begin, 8:00 a. m.

Jan. 13, Mo.—First day of preliminary registration for second semester of 1912-13.

Jan. 25, Sa.—Last day of preliminary registration for second semester of 1912-13.

Jan. 30, Th.—Day of Prayer for Colleges.

Feb. 3, Mo.—First day of final examinations, first semester of 1912-13.

Feb. 8, Sa.—Last day of final examinations; first semester ends.

Feb. 12, We.—Second semester begins; recitations begin, 8:00 a. m.

Feb. 22, Sa.—Washington's Birthday: a holiday.

Mar. 26, We.—Beginning of spring recess, 11:00 a. m.

Apr. 2, We.—End of spring recess; work begins, 1:30 p. m.

May 22, Th.—Commencement, Theological Seminary.

May 26, Mo.—First day of preliminary registration for the first semester of 1913-14; also registration for the Summer Session of 1913.

May 30, Fr.—Memorial Day: a holiday.

June 7, Sa.—Last day of preliminary registration for the first semester of 1913-14.

June 16, Mo.—First day of final examinations, second semester of 1912-13.

June 21, Sa.—Last day of final examinations; second semester ends.

June 23, Mo.—Semi-Annual Meeting of the Board of Trustees, 9:30 a. m.

June 25, We.—Eightieth Annual Commencement.

June 27, Fr.—Registration, Summer Session, 8:00 a. m.

Aug. 15, Fr.—Summer Session ends.

COLLEGE YEAR OF 1912-13

1913

- Sept. 24, We.—First day of registration of students, beginning at 8:00 a. m.
- Sept. 25, Th.—Academic Year begins in all departments; second day of registration.
- Nov. 14, Fr.—Annual Meeting of the Board of Trustees, 9:30 a. m.
- Nov. 27, Th.—Thanksgiving Day: a holiday.
- Dec. 23, Tu.—Beginning of winter recess, 11:00 a. m.

1914

- Jan. 7, We.—End of winter recess; work begins 1:30 p. m.
- Jan. 12, Mo.—First day of preliminary registration for second semester of 1913-14.
- Jan. 24, Sa.—Last day of preliminary registration for second semester of 1913-14.
- Jan. 29, Th.—Day of Prayer for Colleges.
- Feb. 2, Mo.—First day of final examinations, first semester of 1913-14.
- Feb. 7, Sa.—Last day of final examinations; first semester ends.
- Feb. 11, We.—Second semester begins; recitations begin, 8:00 a. m.
- Feb. 22, Su.—Washington's Birthday.
- Mar. 25, We.—Beginning of spring recess, 11:00 a. m.
- Apr. 1, We.—End of spring recess; work begins 1:30 a. m.
- May 25, Mo.—First day of preliminary registration for the first semester of 1914-15; also registration for the Summer Session of 1914.
- May 28, Th.—Commencement, Theological Seminary.
- May 30, Sa.—Memorial Day: a holiday.
- June 6, Sa.—Last day of preliminary registration for the first semester of 1914-15.
- June 15, Mo.—First day of final examinations, second semester of 1913-14.
- June 20, Sa.—Last day of final examinations; second semester ends.
- June 22, Mo.—Semi-Annual Meeting of the Board of Trustees, 9:30 a. m.
- June 24, We.—Eighty-first Annual Commencement.
- June 26, Fr.—Registration, Summer Session, 8:00 a. m.
- Aug. 14, Fr.—Summer Session ends.

THE BOARD OF TRUSTEES

REV. HENRY CHURCHILL KING, D.D., LL.D., PRESIDENT

TERM EXPIRES JANUARY 1, 1914

WILLIAM C. COCHRAN,	. . . . .	<i>Cincinnati, O.</i>
REV. FRANK S. FITCH, D.D.,	. . . . .	<i>Buffalo, N. Y.</i>
IRVING W. METCALF,	. . . . .	<i>Oberlin, O.</i>
MERRITT STARR, ¹	. . . . .	<i>Chicago, Ill.</i>

TERM EXPIRES JANUARY 1, 1915

REV. DAN F. BRADLEY, ¹ D.D.,	. . . . .	<i>Cleveland, O.</i>
AMOS C. MILLER,	. . . . .	<i>Chicago, Ill.</i>
WILLIAM N. GATES,	. . . . .	<i>Elyria, O.</i>
JOHN R. ROGERS,	. . . . .	<i>Brooklyn, N. Y.</i>

TERM EXPIRES JANUARY 1, 1916

DUDLEY P. ALLEN ¹ LL.D.,	. . . . .	<i>Cleveland, O.</i>
JOHN G. W. COWLES, LL.D.,	. . . . .	<i>Cleveland, O.</i>
REV. CHARLES S. MILLS, D.D.,	. . . . .	<i>Montclair, N. J.</i>
REV. HENRY M. TENNEY, D.D.,	. . . . .	<i>Oberlin, O.</i>

TERM EXPIRES JANUARY 1, 1917

HON. THEODORE E. BURTON, ¹ LL.D.,	. . . . .	<i>Cleveland, O.</i>
CHARLES M. HALL, LL.D.,	. . . . .	<i>Niagara Falls, N. Y.</i>
REV. CHARLES J. RYDER, D.D.,	. . . . .	<i>New York, N. Y.</i>
CHARLES B. SHEDD,	. . . . .	<i>Chicago, Ill.</i>

TERM EXPIRES JANUARY 1, 1918

E. DANA DURAND, ¹ PH.D.,	. . . . .	<i>Washington, D. C.</i>
H. CLARK FORD,	. . . . .	<i>Cleveland, O.</i>
HOMER H. JOHNSON,	. . . . .	<i>Cleveland, O.</i>
CHARLES H. KIRSHNER,	. . . . .	<i>Kansas City, Mo.</i>

TERM EXPIRES JANUARY 1, 1919

FREDERICK N. FINNEY,	. . . . .	<i>Milwaukee, Wis.</i>
LOUIS H. SEVERANCE,	. . . . .	<i>New York, N. Y.</i>
LUCIEN C. WARNER, ¹ LL.D.,	. . . . .	<i>New York, N. Y.</i>
.

¹ Elected by the Alumni

TREASURER

JAMES RALPH SEVERANCE

TRUSTEE COMMITTEES

Appointments:—Bradley, Hall, Rogers, Ryder, Tenney.

Auditing:—I. W. Metcalf, Kirshner.

Honorary Degrees:—King, Durand, Fitch, Warner.

Investment:—King, Ford, Gates, H. H. Johnson, J. R. Severance,
L. H. Severance.

Location, Plans, and Construction of College Buildings:—King, Allen,
Gates, Johnson, Shedd, Warner.

Nomination of Trustees and of Trustee Committees:—Warner,
Cochran, A. C. Miller.

Prudential:—King, Bosworth, Cole, Doolittle, E. P. Johnson, G. M.
Jones, I. W. Metcalf, Morrison, Peck, Root, J. R. Severance,
Swing.

THE COLLEGE ADMINISTRATION 1912-13

OFFICERS AND MEMBERS OF THE FACULTY ¹

GENERAL OFFICERS

President, Henry Churchill King

Treasurer, James R. Severance

Librarian, Azariah S. Root

Secretary, George M. Jones

Assistant to the President, Charles W. Williams (Absent 1912-13)

Superintendent of Buildings and Grounds, Charles P. Doolittle.

Director of Men's Gymnasium, Fred E. Leonard (Absent 1912-13)

Director of Athletics, C. Winfred Savage.

Director of Women's Gymnasium, Miss Delphine Hanna

Acting Director of Women's Gymnasium, Miss Helen F. Cochran

Secretary to the President, and Secretary of the Bureau of Appointments, W. Fred Bohn

Assistant Treasurer, Hiram B. Thurston

Custodian of the Olney Art Collection, Mrs. M. P. B. Hill Wright

OFFICE ASSISTANTS

President's Office—

Miss Mary L. Fowler, Stenographer

Miss M. Portia Mickey, Stenographer

Treasurer's Office—

H. Wade Cargill, Assistant

Miss M. Zoe Matthews, Stenographer

Secretary's Office—

John E. Wirkler, Assistant

Eunice L. Foote, Assistant

Miss A. Gertrude Ransom, Stenographer

Office of the Dean of the College—

Miss Grace E. Nickerson, Assistant

EMERITUS PROFESSORS

*Harmony of Science and Revelation—*G. Frederick Wright

*Sacred Rhetoric and Practical Theology—*Albert H. Currier

*Chemistry and Mineralogy—*Frank F. Jewett

¹The names of the members of the Faculty are arranged according to subjects taught

THE FACULTY

THE COLLEGE OF ARTS AND SCIENCES

Chairman of the Faculty, Henry C. King
 Dean and Vice-Chairman, Charles N. Cole
 Clerk of the Faculty, George M. Jones
 Dean of College Men, Edward A. Miller
 Dean of College Women, Miss Florence M. Fitch
 Assistant Dean of College Women, Miss A. Beatrice Doerschuk
 Registrar, Miss F. I. Wolcott

Bibliography, Language, Literature, and Art

Bibliography—Azariah S. Root, Professor

English— Charles H. A. Wager, Professor
 Philip D. Sherman, Associate Professor
 R. Archibald Jelliffe, Associate Professor
 Miss Mary M. Belden, Instructor
 Miss Esther C. Ward, Instructor
 Earl A. Aldrich, Instructor
 Amos R. Morris, Instructor

Oratory and Rhetoric—

William G. Caskey, Professor

Latin—

Louis E. Lord, Professor
 Charles N. Cole, Professor
 Henry H. Armstrong, Instructor

Greek—

Charles B. Martin, Professor
 *Louis E. Lord, Professor
 *Henry H. Armstrong, Instructor

Romance Languages—

John R. Wightman, Professor
 Kirke L. Cowdery, Associate Professor
 Russell P. Jameson, Associate Professor
 Miss Elizabeth M. Adams, Instructor

German—

William E. Mosher, Professor
 Miss Arletta M. Abbott, Professor
 Harry C. Thurnau, Associate Professor
 Miss Hermine C. Stueven, Instructor
 Miss A. Beatrice Doerschuk, Instructor
 Mrs. Florence C. Geiser, Instructor

* Major teaching in another department

Hebrew— *Kemper Fullerton, Professor

Fine Arts— *Charles B. Martin, Professor
Miss Eva M. Oakes, Associate Professor
Mrs. Ellen G. Nuse, Instructor
Mr. Roy C. Nuse, Instructor
*Henry H. Armstrong, Instructor

Music— See Faculty of the Conservatory of Music

Musical History—
*Edward Dickinson, Professor

Mathematics and the Sciences

Mathematics—Frederick Anderegg, Professor
William D. Cairns, Associate Professor
Miss Mary E. Sinclair, Associate Professor
F. Easton Carr, Instructor

Physics and Astronomy—
Samuel R. Williams, Professor
Edward J. Moore, Associate Professor

Chemistry— Alan W. C. Menzies, Professor
William H. Chapin, Associate Professor
James C. McCullough, Associate Professor
Louis T. Anderegg, Assistant

Geology— George D. Hubbard, Professor

Zoölogy— Maynard M. Metcalf, Professor
Lynds Jones, Associate Professor
Robert A. Budington, Associate Professor
Gordon A. Clapp, Instructor

Botany— Frederick O. Grover, Professor
Miss Susan P. Nichols, Associate Professor

Physiology and Hygiene—
*Fred E. Leonard, Professor (Absent 1912-13)

History and the Social Sciences

History— Lyman B. Hall, Professor
Albert H. Lybyer, Professor
*Louis E. Lord, Professor

* Major teaching in another department

Economics and Sociology—

Albert B. Wolfe, Professor

Harley L. Lutz, Associate Professor

Miss Edith S. Gray, Teaching Assistant

Political Science—

Karl F. Geiser, Professor

Philosophy, Psychology, Education, and Bible*Philosophy—* Simon F. MacLennan, Professor

Miss Ethel M. Kitch, Instructor (Absent, 1912-13)

Carl C. W. Nicol, Instructor

Psychology— Raymond H. Stetson, Professor

George R. Wells, Instructor

Education— Edward A. Miller, Professor*Bible and Christian Religion—*

*Henry C. King, Professor

*Miss Florence M. Fitch, Professor

*William J. Hutchins, Professor

Teachers' Course in Physical Training*Physical Training—*

Fred E. Leonard, Professor (Absent 1912-13)

Miss Delphine Hanna, Professor

C. Winfred Savage, Professor

Miss Helen F. Cochran, Associate Professor

Mrs. Miriam T. Runyon, Instructor

Mrs. Ellen B. Hatch, Instructor

Glen C. Gray, Instructor

T. Nelson Metcalf, Instructor

Miss Mabel C. Eldred, Instructor

Miss Mary I. Dick, Teacher

THE THEOLOGICAL SEMINARY

Chairman of the Faculty, Henry C. King

Senior Dean and Vice-Chairman, Edward I. Bosworth

Junior Dean, G. Walter Fiske

Secretary and Registrar, Kemper Fullerton

* Major teaching in another department

Theology and Philosophy—

Henry C. King, Professor
*Simon F. MacLennan, Professor

New Testament Language and Literature—

Edward I. Bosworth, Professor

Church History—

Albert T. Swing, Professor

Old Testament Language and Literature—

Kemper Fullerton, Professor

Homiletics— William J. Hutchins, Professor

Practical Theology—

G. Walter Fiske, Professor

Comparative Religion and Christian Missions—

*Simon F. MacLennan, Professor
*William J. Hutchins, Professor

Philosophy of Religion and Christian Ethics—

Eugene W. Lyman, Professor-elect

Vocal Music—

*Karl W. Gehrken, Associate Professor

Slavic Department—

Louis F. Miskovsky, Principal

THE CONSERVATORY OF MUSIC

Chairman of the Faculty, Henry C. King
Director and Vice-Chairman, Charles W. Morrison
Secretary, Dean of Conservatory Women, Mrs. H. W. Woodford
Librarian of the Conservatory, Miss Edith Dickson

Pianoforte— Miss L. Celestia Wattles, Professor
Howard H. Carter, Professor
William K. Breckenridge, Professor
J. Arthur Demuth, Professor
Charles K. Barry, Professor
William T. Upton, Professor
George C. Hastings, Professor
Orville A. Lindquist, Professor
Bruce H. Davis, Associate Professor
Mrs. Ada M. Hastings, Instructor
Mrs. Maude T. Doolittle, Instructor
Mrs. Amelia H. Doolittle, Instructor

* Major teaching in another department

History and Criticism of Music—

Edward Dickinson, Professor

Singing—

Arthur S. Kimball, Professor

Edgar G. Sweet, Professor

Herbert Harroun, Professor

Charles H. Adams, Professor

William J. Horner, Professor

Mrs. Kate Morrison, Instructor

Mrs. Margaret J. Adams, Instructor

Miss Kate W. Peck, Instructor

Mrs. Florence J. Clancy, Instructor

Organ—

George W. Andrews, Professor

J. Franklin Alderfer, Associate Professor

Frederic B. Stiven, Associate Professor

Violin—

Frederick G. Doolittle, Professor

*J. Arthur Demuth, Professor

Franz F. Kohler, Professor

Violoncello— Friedrich A. Goerner, Professor*Wind Instruments—*

*J. Arthur Demuth, Professor

Harmony, Counterpoint, and Composition—

*George W. Andrews, Professor

Arthur E. Heacox, Professor

Friedrich J. Lehmann, Professor (Absent, 1912-13)

Mrs. Bertha M. Miller, Instructor

George S. Dickinson, Instructor

Victor V. Lytle, Instructor

Public School Music—

Karl W. Gehrken, Associate Professor

THE ACADEMY

Chairman of the Faculty, Henry C. King

Principal and Vice-Chairman, John F. Peck

Associate Principal, Earl F. Adams.

Secretary, Roy V. Hill

Acting Dean of Academy Women, Miss Frances J. Hosford

English—

Miss Rosa M. Thompson, Instructor

Miss E. Louise Brownback, Instructor

Frank Sicha, Jr., Instructor

Miss Rachel Coss, Tutor

* Major teaching in another department

- History—* R. Eugene Cushman, Tutor
- Debate and Declamation—*
*R. Eugene Cushman, Tutor
- Latin—* John T. Shaw, Associate Professor
Miss Frances J. Hosford, Associate Professor
Miss Clara L. Smith, Instructor
- Greek—* John F. Peck, Associate Professor
- French—* Mrs. Mary T. Cowdery, Tutor
- German—* Mrs. Alice M. Swing, Tutor
Mrs. Antoinette B. Harroun, Tutor
- Drawing and Painting—*
*Miss Eva M. Oakes, Associate Professor
*Mrs. Ellen G. Nuse, Instructor
*Mr. Roy C. Nuse, Instructor
- Mathematics—* Miss Laura M. Anderegg, Tutor
J. Hall Kellogg, Tutor
Philip H. Bridenbaugh, Tutor
- Physics—* Earl F. Adams, Associate Professor
- Botany and Zoölogy—*
Charles H. Detling, Tutor
- Physical Training—*
In the charge of a Student Assistant

THE LIBRARY

- Librarian—* Azariah S. Root
- Reference Librarian—*
Miss M. Theodosia Currier
- Head Cataloguer—*
Miss Eoline Spaulding
- Assistants—* Miss Mary J. Fraser
Miss Hattie M. Henderson
Miss Edith M. Thatcher
Miss Esther A. Close
Miss Elizabeth W. Marcy
Miss Narine G. Barnum
Keyes D. Metcalf
Miss Helen Martin
Miss L. Nell Chase

* Major teaching in another department

FACULTY COMMITTEES

GENERAL FACULTY

Chairman, H. C. KING

Vice-Chairman, C. B. MARTIN

Clerk, G. M. JONES

Adviser of Foreign Students:—Lybyer.

Art Interests:—Martin, Barry, Dickinson, Grover, Kimball, Lord, Miss Oakes, Stetson.

Athletics:—(See Regulation of Athletic Sports.)

Care of Buildings:—(See Committee of Prudential Committee.)

Catalogue:—G. M. Jones, Cole, Fiske, Morrison, Peck.

Chapel Service:—Miller, Bosworth, Miss Fitch, Hall, Hutchins, Menzies, Morrison, Mrs. Woodford.

Commencement and Other Public Occasions:

1. *General Arrangements*—G. M. Jones, Bosworth, Caskey, Hall, Lord, Martin, Morrison, Peck, Root, Savage, Sherman, Mrs. Woodford.
2. *Entertainment of Guests*—Morrison, C. H. Adams, Carr, Carter, Miss Fitch, Shaw, Swing, Wirkler.
3. *Processions and Seating*—Savage, E. F. Adams, Aldrich, Davis, Gray, Jameson, Jelliffe, Thurnau.
4. *Alumni Dinner*—Caskey, Alderfer, Cairns, Cowdery, Davis, Harroun, Hastings, Heacox, Horner, McCullough, Moore, Morris, Sicha, S. R. Williams.
5. *Decoration*—Sherman, L. T. Anderegg, Barry, Breckenridge, Miss Brownback, Chapin, Hill, Lindquist, Miss Oakes, Miss Sinclair, Wells.
6. *Distribution of Tickets*—Lord, Cairns, Thurston.

Discipline:—Miller, Anderegg, Bosworth, Caskey, Cole, King, MacLennan, Morrison, Peck.

Graduate Study and Degrees in Course:—Anderegg, Cole, Fiske, Fullerton, Geiser, Hall, Heacox, M. M. Metcalf, Wager.

Honorary Degrees:—King, Bosworth, Cole, Hall, Martin, Root, Wager.

Lectures and Entertainments:—Geiser, Carter, Horner, Mosher, Swing, Upton, Wightman.

Library:—Root, Miss Abbott, Dickinson, Fiske, Grover, Hall, Martin, Shaw, Stetson, Wager, S. R. Williams, Wolfe.

Living Conditions:—Grover, Chapin, Miss Fitch, Miss Hosford, Miller, Peck.

Location, Plans, and Construction of College Buildings:—G. M. Jones, Bosworth, Cole, Grover, Martin, M. M. Metcalf, Morrison, Peck, S. R. Williams.

Men's Building:—*Faculty*, King, Miller; *Students*, R. C. Whitehead, '13; J. D. Davis, '13; F. E. Radabaugh, '14; D. J. Bradley, *Scm.*; E. D. Beach, *Cons.* (Whitehead, Chairman.)

Monthly Lectures:—King, Hutchins, Martin, Wolfe.

Musical Interests:—Mosher, Breckenridge, Kimball, Lutz, Upton, Wirkler.

Newspaper Correspondence:—Sherman, Bohn, Fiske, Geiser, Hill, G. M. Jones, Stiven.

Nominations:—King, Bosworth, Cole, Martin.

Outside Representation:—Hall, Andrews, Budington, Hutchins, Lord, Mosher.

Public Entertainments by Students:—Miss Fitch, Lord, Miller, Peck, Sherman, Mrs. Woodford.

Petitions and Requests from Students:—Caskey, E. F. Adams, Miss Fitch, L. Jones, Miller, Morrison, Miss Nichols.

Regulation of Athletic Sports:—*Faculty*, Miller, Lutz, Savage; *Alumni*, A. G. Comings, '77; G. C. Jameson, '90; W. N. Crafts, '92; *Students*, C. C. Young, '13; F. C. Fisher, '14; M. H. Dodge, '15.

Relation to Town and Environment:—S. R. Williams, Anderegg, Bohn, Budington, Miss Fitch, G. M. Jones, L. Jones, King, MacLennan, Miss Ward.

Religious Interests:—Hutchins, Andrews, Bohn, Cowdery, Fiske, Miss Fitch, Miss Hosford, Hubbard, Moore, Shaw, Sweet.

Requests for Work with Private Teachers:—Peck, Miss Fitch, Miss Hosford, Miller, Mrs. Woodford.

Social Occasions:—Grover, Miss Abbott, C. H. Adams, Miss Belden, Miss Brownback, Budington, Miss Cochran, Miss Doerschuk, Lybyer, M. M. Metcalf, Nicol, Shaw, Miss Sinclair, Upton.

Supervision of Appeals to Alumni:—Root, Cowdery, Fiske, Dr. G. C. Jameson, G. M. Jones, Morrison.

Women's Board:—Miss Fitch, Mrs. Woodford, Miss Hosford; Miss Abbott, Miss Doerschuk, Miss Hanna, Mrs. Miller, Mrs. Morrison, Mrs. Swing.

COLLEGE FACULTY

Administration:

Beneficiary Aid and Free Tuition:—Men, G. M. Jones, Anderegg, Bohn, Lybyer, McCullough, Miller; Women, Miss Hosford, Miss Abbott, Miss Cochran, Miss Doerschuk, Miss Fitch, Miss Sinclair.

Nominations:—Cole, Anderegg, King, Martin, Stetson.

Reëxaminations:—Jameson, Aldrich, Armstrong, Carr, Clapp, Nicol.

Educational Policy:

Admission and Relations to Secondary Schools:—G. M. Jones, Cole, Hall, Hubbard, Mosher, Sherman, S. R. Williams.

Course of Study and Relations to Professional and Technical Schools:—MacLennan, Cairns, Grover, Miss Hanna, Lord, Lybyer, Menzies, M. M. Metcalf, Miller, Stetson, Wolfe.

Graduate Study and Degrees:—Anderegg, Cole, Geiser, Hall, M. M. Metcalf, Wager.

Summer Session:—MacLennan, Cole, Hall, Hubbard, L. Jones, Martin, Miller, Wolfe.

Scholarship:

Advisers:—Cole, Anderegg, Budington, Cairns, Miss Fitch, Grover, Hubbard, Lord, Lybyer, MacLennan, Martin, Miller, Mosher, Stetson, Wager, S. R. Williams, Wolfe.

Additional Work, Substitutions, and Work Outside of Classes:—Cole, Budington, Carr, Chapin, Cowdery, Miss Nichols, Miss Stueven, Miss Wolcott.

Failure in Scholarship:—Cole, Miss Fitch, McCullough, Miller, Moore, Miss Sinclair, Miss Wolcott.

Honors at Graduation:—Lord, Cairns, Martin, Savage, Miss Ward, Wells.

Student Interests:

Athletics:—Savage, Gray, Jelliffe, L. Jones, T. N. Metcalf, Mosher, S. R. Williams.

Intercollegiate Debate and Oratory:—Caskey, Geiser, Lutz, Root, Sherman, Stetson.

Living Conditions:—*Men*, Miller, Bohn, Budington, Chapin, Grover, T. N. Metcalf, Nicol, Savage, Wightman; *Women*, Miss Fitch, Miss Adams, Miss Cochran, Miss Doerschuk, Miss Hanna, Mrs. Hatch, Miss Nichols, Miss Oakes, Miss Ward.

Moral and Religious Conditions:—Moore, Bohn, Cowdery, Miss Doerschuk, Miss Eldred, Miss Fitch, Hall, S. R. Williams.

Publications and Public Exercises:—Wager, Aldrich, Caskey, Lord, Root, Sherman,

Situations for Graduates:—Bohn, Miss Belden, Miss Doerschuk, Miss Fitch, Menzies, Miller, Miss Nichols.

Student Organizations:—Lutz, Cairns, Miss Fitch, Jameson, Jelliffe, Morris, Thurnau, Wirkler.

Division Committees:

1. *English, Bibliography, and Oratory:*—Chairman, Wager.

2. *Greek Archæology, and Art:*—Chairman, Martin.

3. *German and Romance Languages:*—Chairman, Wightman.

4. *Mathematics:*—Chairman, Anderegg.

5. *History, Economics, Sociology, and Political Science:*—Chairman, Wolfe.

6. *Philosophy, Psychology, Bible, and Education:*—Chairman, MacLennan.

7. *Physical Training, Anatomy, Physiology, and Hygiene:*—Chairman, Savage.

8. *Science:*—Chairman, Grover.

THEOLOGICAL FACULTY

Advertising, Newspaper Correspondence, and Printing:—Fiske, Fullerton, Miskovsky.

Catalogue:—Fiske, Fullerton, MacLennan.

Commencement:—Swing, Caskey, Hutchins, MacLennan, Miskovsky.

Council Hall:—Hutchins, Bosworth, Fiske, Fullerton.

Curriculum:—Bosworth, Fiske, Fullerton, MacLennan, Swing.

Endowment:—Bosworth, Fiske, King, Swing.

Failure in Scholarship:—Fullerton, Fiske, Hutchins.

Finance and Budget:—Swing, Bosworth, Fiske, Hutchins.

Outside Representation and Lectures:—Swing, Fullerton, MacLennan, Miskovsky.

Pulpit Supplies and Field Work:—Fiske, Bosworth, Hutchins, Miskovsky.

Scholarships and Loans:—Fullerton, Hutchins, Swing.

Slavic Department:—Miskovsky, Bosworth, Fullerton, Swing.

Student Employment Fund:—Fiske, Bosworth, Hutchins.

CONSERVATORY FACULTY

Artists' Recitals:—Morrison, Adams, Breckenridge.

Graduation:—Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.

ACADEMY FACULTY

Appointments and Budget:—Peck, E. F. Adams, Miss Brownback, Hill, Miss Hosford, Shaw, Sicha, Miss Smithe, Miss Thompson.

THE COUNCIL

OFFICERS AND COMMITTEES

GENERAL COUNCIL

Chairman, H. C. KING

Vice-Chairman, C. B. MARTIN

Clerk, G. M. JONES

Appointment of Instructors and Adjustment of Work:—King, Bosworth, Cole, Martin, Morrison, Peck.

Budget:—King, Cole, Martin, Morrison, Peck, Root.

COLLEGE COUNCIL

Chairman, H. C. KING

Vice-Chairman, C. N. COLE

Clerk, G. M. JONES

Appointments:—Cole, Anderegg, King, Martin, Miller.

Budget:—Cole, Anderegg, King, Root.

CONSERVATORY COUNCIL

Chairman, H. C. KING

Vice-Chairman, C. W. MORRISON

Secretary, MRS. H. W. WOODFORD

Appointments:—Morrison, Andrews, Breckenridge, Carter, Sweet, Miss Wattles.

Budget:—Morrison, Adams, Heacox.

THE PRUDENTIAL COMMITTEE

OFFICERS AND COMMITTEES

Chairman, H. C. KING

Vice-Chairman, A. T. SWING

Secretary, G. M. JONES

Advertising:—G. M. Jones, Severance.

Arboretum:—C. P. Doolittle, I. W. Metcalf.

Boarding Halls:—Root, E. P. Johnson, I. W. Metcalf.

Budget:—King, Cole, Root, Swing.

Buildings and Grounds:—C. P. Doolittle, Morrison, Swing.

Janitors and Use of Buildings:—Warner Gymnasium, Savage; Warner Hall, Morrison; Women's Gymnasium, Miss Cochran; Council Hall, Hutchins; Academy Buildings, Peck; Use of Peters Hall, Miller; All other Buildings, C. P. Doolittle.

Rented Buildings:—C. P. Doolittle, Morrison, Severance.

Superintendent of Buildings and Grounds:—C. P. Doolittle.

ADVISORY COMMITTEES

SEMINARY

Frank S. Fitch,¹ '70, 45 Lexington Ave., Buffalo, N. Y., Chairman.
Edward T. Harper,² '81 Madison, Wis., R. F. D. 6.
Warren H. Wilson,³ '90, 245 Arlington Ave., Brooklyn, N. Y.

ACADEMY

Merritt Starr,¹ '75, 1522 First National Bank Building, Chicago, Ill.,
Chairman.
Oscar S. Kriebel,² '89, Perkiomen Seminary, Pennsburg, Pa.
Rovillus R. Rogers,³ '76, 627 East 6th St., Jamestown, N. Y.

CONSERVATORY

Lucien C. Warner,¹ '65, 141 Broadway, New York, N. Y., Chairman.
Mrs. Helen Tupper Kinder² (Mrs. W. H.), c. '85, 824 Washington
Ave., Findlay, O.
George B. Siddall,³ '91, 1015 Garfield Building, Cleveland, O.

DRAWING AND PAINTING

Irving W. Metcalf,¹ '78, Oberlin, O., Chairman.
Arthur S. Kimball,² Oberlin, O.
John F. Carlson,³ Woodstock, N. Y.

LIBRARY

William C. Cochran,¹ 48 Blymyer Building, Cincinnati, O., Chair-
man.
Mrs. Salome Cutler Fairchild² (Mrs. E. M.), 10 St. Paul St. Bal-
timore, Md.
William H. Brett,³ 2250 E. Forty-ninth St., Cleveland, O.

ANCIENT LANGUAGES

Dan F. Bradley,¹ '82, 2905 W. Fourteenth St., Cleveland, O.,
Chairman.
James B. Smiley,² '89, 2924 W. Fourteenth St., Cleveland, O.
A. B. Bragdon,³ Monroe, Mich.

MODERN LANGUAGES

E. Dana Durand,¹ '93, 2614 Woodley Place, Washington, D. C.,
Chairman.
William I. Thomas,² University of Chicago, Chicago, Ill.
Henry T. West,³ '91, Kenyon College, Gambier, O.

¹ Term expires January 1, 1914

² Term expires January 1, 1915

³ Term expires January 1, 1916

PHILOSOPHY

Charles J. Ryder,¹ '75, 287 Fourth Ave., New York, N. Y., Chairman.
 Pitt G. Knowlton,² '90, Fargo College, Fargo, N. D.
 Denton J. Snider,³ '62, 210 Pine St., St. Louis, Mo.

HISTORY

Charles H. Kirshner,¹ '86, 3632 Campbell St., Kansas City, Mo.
 Granville W. Mooney,² '95, Austinburg, O.
 Merrick Whitcomb,³ 450 Hosea Ave., Clifton, Cincinnati, O.

MATHEMATICS

Charles M. Hall,¹ '85, 131 Buffalo Ave., Niagara Falls, N. Y., Chairman.
 Walter N. Crafts,² '92, Oberlin, O.
 Albert M. Johnson,³ 2735 Michigan Ave., Chicago, Ill.

THE BIOLOGICAL SCIENCES

Dudley P. Allen,¹ '75, 8811 Euclid Ave., Cleveland, O., Chairman.
 Charles J. Chamberlain,² '88, University of Chicago, Chicago, Ill.
 Charles A. Kofoed,³ '90, 2616 Etna St., Berkeley, Cal.

THE PHYSICAL SCIENCES

H. Clark Ford,¹ 917-921 Williamson Building, Cleveland, O., Chairman.
 John R. Rogers,² '75, 251 Gates Ave., Brooklyn, N. Y.
 Robert A. Millikan,³ '91, University of Chicago, Chicago, Ill.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR MEN

Amos C. Miller,¹ '89, New York Life Building, Chicago, Ill., Chairman.
 Thomas D. Wood,² '88, 501 W. 120th St., New York, N. Y.
 Clayton K. Fauver,³ '97, 1530 Williamson Building, Cleveland, O.

ATHLETICS, GYMNASIUM, AND PHYSICAL TRAINING FOR WOMEN

Homer H. Johnson,¹ '85, 1009 American Trust Building, Cleveland, O., Chairman.
 Miss Harriet L. Keeler,² '70, 1953 E. 59th St., Cleveland, O.
 Mrs. Agnes Warner Mastick,³ (Mrs. S. C.), '92, Pleasantville, N. Y.

ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Hon. Theodore E. Burton,¹ '72, 709 Society for Savings Building, Cleveland, O., Chairman.
 Thomas N. Carver,² h. '05, 7 Kirkland Road, Cambridge, Mass.
 John R. Commons,³ '88, 213 Wisconsin Ave., Madison, Wis.

¹ Term expires January 1, 1914² Term expires January 1, 1915³ Term expires January 1, 1916

Report of the President

Annual Report for 1911-12

Presented by the President to the Trustees at the
Annual Meeting, November 15, 1912

To the Board of Trustees of Oberlin College:

GENTLEMEN—As President of the College, I have the honor of presenting herewith the report of the work of Oberlin College for the academic year 1911-12.

As my tenth annual survey, this report might be expected to contain a summary review of the last ten years. The completion last year, however, of another Half Million Fund and of the more important applications of the Faculty report on the Tests of College Efficiency, called so naturally for a careful ten-year comparison in the report for that year, as to make it quite unnecessary to repeat such a comparison this year. The report follows the usual rubric—Trustees, Donors, Administrative Officers, Faculty, Alumni, Students, Relations to other Educational Institutions, Gains, and Needs, and adds a rather full discussion of the relation of the College to the town, and of the question of the taxation of College property.

I. TRUSTEES

Deaths

The year has been saddened by the deaths of two members of the Board of Trustees—Mr. Charles Finney Cox, of New York, and Mr. Edward J. Goodrich, of Oberlin. Mr. Cox died at Yonkers, New York, January 24, 1912, and Mr. Goodrich at his home in Oberlin, June 24, 1912. Mr. Cox had been a member of the Board of Trustees

since 1903, and Mr. Goodrich since 1878. Every member of the Board of Trustees, as well as very many other friends of the College, must feel a sense of personal loss in these deaths.

No member of the Board, certainly, could fail to recognize the exceptional gifts of Mr. Cox. It is rare to find combined, as in his case, such marked scientific interests and recognition, on the one hand, and such outstanding business ability, on the other. And no one could be in his presence even a few moments without feeling the fineness of his personality. He gave to the College deep interest and a wise and thoughtful consideration of its many problems. It will be difficult indeed to replace upon the Board of Trustees a personality of so rare a quality. The minute concerning Mr. Cox, prepared by Dr. Ryder, Mr. Rogers, and Dr. Warner, and adopted by the Trustees at their last meeting, may appropriately here find its place:

Charles Finney Cox served with distinguished ability in so many and varied capacities that it is difficult to sum up the value of his life and work. As a member of the Board of Trustees of Oberlin College, his counsel and judgment were esteemed of highest value. His knowledge of Oberlin College was both comprehensive and analytical. The stimulating events of the sixties, during a part of which he was an undergraduate in the College, stirred within him an abiding interest and appreciation. He believed in the College to his very heart and believed that she was constantly adjusting herself to the wise treatment of large problems in education and character-building, which had always characterized her history. Mr. Cox's business experiences qualified him especially for counsel and direction in the financial affairs of the College. His interest in music and familiarity with the artistic as well as popular musical development furnished another element in his life and character of great value. As President of the New York Academy of Science and of the Scientific Alliance of New York, he brought also into the consideration of the scholastic life of the College peculiar qualifications.

Mr. Cox was elected on the Board of Trustees in 1902 and reëlected in 1908. His presence, quiet and dignified but strong and impressive; his words of wisdom and good judgment; his familiarity with so many lines of business and educational interest made him a most valuable member of the Board of Trustees of Oberlin College, and his loss will be deeply felt.

The term of service of Mr. Goodrich as a member of the Board of Trustees has been of quite exceptional length. Only three men in the entire history of the College—Mr. Keep, Mr. Parish, and Dr. Stricby have had a longer connection with the Board. For fifty-six years a resident of Oberlin, thirty-four years connected with this Board of Trustees, and for twenty-nine years a member of the Prudential Committee, Mr. Goodrich has plainly had a large share in the life of both the College and the community, and has touched that life at many vital points. Through years that were often years of peculiar difficulty and limitation for the College, Mr. Goodrich gave unstintedly of his best thought and strength to the work of the College and proved himself a most valued counselor and friend. In the nature of the case there can be few parallels to the long and peculiar service that it has been given him to render. Since Mr. Goodrich's death occurred after the last meeting of the Board of Trustees, at the request of the President, Dr. Tenney and Mr. Metcalf have prepared the following minute as an expression of the thought of the Board concerning Mr. Goodrich's service:

On the twenty-fourth of June, 1912, our fellow member, Mr. Edward J. Goodrich, entered into rest. For a period of thirty-eight years Mr. Goodrich has served the College officially—as member of the Prudential Committee for twenty-nine years (from 1875 until 1903), as member of the Board of Trustees for thirty-four years (from 1878 until his death). During this long period of service, Mr. Goodrich has seldom been absent from meetings of the borne his full share of its burdens and responsibilities.

As a resident of Oberlin for fifty-six years, Mr. Goodrich has rendered both College and community eminent serv-

ices, unofficially, as proprietor of its leading book store, and publisher of books and pamphlets from Oberlin authors, which have been carried to the ends of the earth and have been vastly influential for good. As a public spirited and trusted citizen, Mr. Goodrich served the community, and through it the College, in positions of trust,—as mayor, member of the village council, and for thirty-six years member of the school board. Add to this a single-hearted devotion to the religious interests of the community and of the College, expressed in his life-long activities in the First Board, and always during the years of his strength has Church and Sabbath School, of which he was for forty years the beloved superintendent, giving liberally as he was able to the College in its times of need, and to every worthy enterprise in the community and abroad, and we have the record of a notable life well lived, to which, as his colleagues in service, we, the members of this board, bear our tribute of sincere respect and grateful memory.

Election of Members

At the semi-annual meeting of the Board of Trustees, June 17, 1912, Mr. Amos C. Miller of Chicago, a member of the college class of 1889, was elected to succeed to the vacancy in the Board caused by the death of Mr. Charles Finney Cox, for the term expiring December 31, 1914. The successor to Mr. Goodrich has still to be chosen. At the annual meeting of the Board of Trustees, November 17, 1911, Mr. H. Clark Ford, Mr. Homer H. Johnson, and Mr. Charles H. Kirshner, whose terms of office ended December 31, 1911, were unanimously elected to succeed themselves for the full term of six years, beginning January 1, 1912. At this meeting also the Secretary reported that the Alumni had elected as Alumni Trustee for the same term, Mr. Edward Dana Durand, Director of the United States Census, and of the Oberlin College class of 1893. The Trustees whose terms of office expire December 31, 1912, are Mr. Frederick N. Finney, Mr. Louis H. Severance, and Dr. Lucien C. Warner, Dr. Warner being the Alumni Trustee in this group. Mr. Goodrich was also a member of this group.

Important Official Actions

In giving place in this annual survey to a statement of the most important of the actions of the Board of Trustees, the President has, of course, especially in mind, not the Trustees themselves, but the Alumni and friends of the College to whom this report goes. The Annual Report aims to be a fairly complete history of the College for the year under survey, and that naturally requires some record of the more important actions of the Board of Trustees. The annual meeting occurred November 17, 1911, and the semi-annual meeting, June 17, 1912.

1. *Limitation of Number of Students.* To consider the question of the limitation of the number of students in the various departments, as recommended by the President in his annual report, the Trustees appointed at the annual meeting a committee, consisting of Messrs. Starr, Warner, Bradley, Allen, and Tenney, to report at the next meeting of the Board. This committee was asked to secure a report and recommendations from the Faculty. To complete the statement upon this point, it may be added at once that in answer to this request the General Faculty of the College appointed a large committee, under the Chairmanship of Dean Cole, who presented a careful survey of the whole situation in the College as bearing on the limitation of numbers, with definite recommendations. The recommendations of the Faculty committee, which the President heartily endorses, follow:

First, in regard to the College of Arts and Sciences:

- 1) That no formal, numerical limit be adopted.
- 2) That for the next five years, ending with the year 1916-17, the general policy of restricting the number of students in the College of Arts and Sciences be adopted, with a view to keeping the enrolment at practically the present number (1000); provided that this vote shall not be held as binding if the needs mentioned in the third recommendation shall be supplied before the end of the five-year period.

3) That during this five-year period the effort to build up the resources of the College continue to be prosecuted with all vigor; that a special effort be made to achieve the following ends:

a. A new, modern recitation building, and new special buildings for at least the departments of Botany and Geology.

b. Promotion of several members of the present teaching staff; addition of enough new teachers, practically all above the rank of instructor, to make possible the division of most of the unduly large classes; increase in salaries of all ranks; revision of the plan of ranking teachers; provision of more clerical assistance for teachers; provision looking to the reduction of the number of hours of teaching and the readjustment of teachers' work to provide better opportunities for conference with students.

c. Large additions to equipment and apparatus, especially of the scientific departments; further equipment of the library, especially an enlarged book fund, duplicates of reserved books, furniture of seminar rooms, etc.

d. Continued increase of the administrative force, especially in the direction of supervision of student work and life.

e. Continued development of the dormitory facilities owned by the College, with a view to providing accommodations in them as soon as possible for a majority of all students, both men and women.

4) That at the end of the five-year period the question of continuing or modifying the policy of restriction be definitely taken up, and decided upon the basis of a study of the experience of the five-year term, in comparison with that of the decade preceding.

5) That in carrying out the policy of restriction the officers in charge of admission to the College be authorized to take such steps as the Faculty may previously approve to secure a closer approximation to equality in the numbers of men and of women in the College, and to permit the scholarship and individual promise of candidates and the extent of the study they plan to undertake in College to have suitable weight in determining whether they shall be admitted.

Second, in regard to other departments:

It will be noted that this report deals almost exclusively with the problems of the College of Arts and Sciences. The Committee feels that the question referred to it is far more pressing in that department than in any other, and that action is not needed at the present time in any of the other departments.

A full statement of the grounds upon which these recommendations were made will be found in the report of the Dean of the College. In the light of this report of the Faculty, the Trustee Committee, at the semi-annual meeting in June, made a report of progress, and the committee was continued, to make further recommendation at the next meeting.

2. *Financial Condition and Policy.* The annual meeting was characterized also by an exceptionally careful survey of all the questions bearing on the financial condition and policy of the College, as involved in the work of the Treasurer and the actions of the Investment Committee and of the Prudential Committee. The Alumni and friends of the College can be assured that the Trustees are giving the most painstaking study to all these financial questions. A peculiarly large service at this point has of course been rendered by the members of the Investment Committee.

3. *Location, Plans, and Construction of College Buildings.* A very important step in the development of the College was taken when the Trustees at this meeting, for the first time, elected a General Architect for the preparation of a Group Plan, to include all the buildings and grounds of the College, and for the designing of individual buildings as they may be called for. Upon recommendation of the Trustee Committee on Location, Plans, and Construction of College Buildings, heartily seconded by the similar Faculty Committee, Mr. Cass Gilbert of New York was chosen for this position. This action insures to the College the guidance of one of the best architects in the country in the develop-

ment of its buildings and grounds. It naturally means that no further buildings will be located without reference to the entire general plan, and in view of the whole future of the College so far as it is possible to forecast it. It is already plain that the plans involve great possibilities of increased beauty for both College and town.

A quorum was not secured at the special meeting of the Board of Trustees called for March 13, 1912, to consider Mr. Gilbert's recommendations upon the Group Plan and the location of the Administration Building. The question again recurred, therefore, at the regular semi-annual meeting in June. At this meeting it was voted, upon the recommendation of the Committee on Location, Plans, and Construction of College Buildings, that Mr. Gilbert's general plan for the buildings and grounds of the College be accepted, with the omission of buildings from the campus, and that the Administration Building be located west and a little north of the present Botanical Laboratory, between Finney Chapel and Peters Hall. Mr. Gilbert has prepared the plans for the Administration Building as so located. It may be briefly said that Mr. Gilbert's general plan looks to the growth of the College westward in the block west of the campus; to the development of a scientific quadrangle in the square to the north, in which Severance Chemical Laboratory stands; to the development of a women's quadrangle in the square to the south, in which are already Talcott Hall and Baldwin Cottage; and to the connection of these grounds with the new Academy grounds and the proposed parkway along the valley of Plum Creek. These general plans of Mr. Gilbert were also heartily approved by the General Faculty, except that the Faculty, with but five dissenting votes, preferred that buildings should not be omitted from the campus. Upon this question of placing buildings upon the campus, however, there was such pronounced difference of opinion among the friends of the College, and so many of the Trustees themselves felt that it would be a serious mis-

take so to use the campus, that under all the circumstances, it seemed best to omit the buildings from the campus in the general plan; and the final action of the Trustees, unanimously taken, and upon the unanimous recommendation of its committee, was probably the best result attainable, and looks to a development east of the campus and to a beautification of the campus itself in which all may rejoice. The generous gifts of Mr. Charles M. Hall, as reported at the semi-annual meeting in June, have fortunately made it possible to proceed with these plans at once. \$25,000 was given to be used for the removal of the Academy from Society and French Halls to their new grounds and for remodeling the buildings there. Another \$25,000 was given to assist in further carrying out the general plan, especially as concerns the development east of the campus. In the same connection, Mr. Hall also offered \$2,500 a year for the next three years for the further improvement of the campus.

4. *The Academy.* Upon recommendation of the Advisory Committee for the Academy, action was taken looking to the further development of the Academy, requesting the Prudential Committee, the General Council of the Faculty, and Council Members of the Academy to coöperate in the preparing of plans for the development of the Academy, and authorizing effort for obtaining funds for the Academy to the amount of \$250,000. The securing of the new Academy grounds, Mr. Hall's gift of \$25,000, and the removal of the Academy to its new location and to a degree of independence that it has not hitherto enjoyed, may all be regarded as steps in this further development of the Academy.

Aside from routine business, the appointment of officers and instructors (the full list to be found in a later section of the report under the heading "Faculty"), the granting of the regular degrees in course, and actions already anticipated in the account of matters taken up at the annual meeting, the

only further actions of the Board at its semi-annual meeting, June 17, 1912, needing here to be recorded, are the minute concerning Professor Jewett, the voting on honorary degrees, and the adoption of the budget.

5. *The Retirement of Professor Jewett.* The trustees paid a well deserved tribute to Professor Jewett in the adoption of the following minute upon his retirement from the headship of the Department of Chemistry:

In view of the retirement of Professor F. F. Jewett on the Carnegie Foundation at the close of this college year, the Board of Trustees desire to place on record their deep appreciation of his faithful and distinguished service during a period of thirty-two years, in which time he has organized the department of Chemistry on modern lines and made it a most efficient instrument of education. From his department men have gone to render unique and important service. He has especially inspired his students with love for truth and search for reality. In his personal character and private life he has set a high mark for all those who came under his influence. In these important years of the College life his counsel has been of the greatest value.

We wish for him in his fully earned relief from routine duty many years of happy work and freedom from care and burden.

6. On recommendation of the Faculty and of the Trustee Committee on Honorary Degrees, it was voted to confer the following honorary degrees: Doctor of Letters, upon Mr. Kenyon Cox of New York; Doctor of Divinity, upon Dean Charles Reynolds Brown of Yale Divinity School, upon Professor Ernest Dewitt Burton of the University of Chicago, and upon Reverend Samuel Elijah Eastman of Elmira, New York, and of the Oberlin Class of 1872; and the degree of Master of Arts upon Miss Frances Mary Beaumont of the Class of 1868, upon Captain Charles Roscoe Howland of Washington, D. C., upon Dr. George Clark Mosher of Kansas City, Missouri, and upon Miss Anna Jane Wright of the Class of 1872.

7. The budget for the college year following is always adopted at the semi-annual meeting, and there is presented, therefore, at this point, an outline of the budget for the year 1912-13. It should be noted, once more, that this budget by no means represents the full financial transactions of the College for the year, since it excludes all "special accounts."

BUDGET FOR 1912-13

Income

University	\$ 57,691
College	118,400
Theological Seminary	17,874
Slavic Department	4,080
Academy	20,130
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Total	\$218,175

Expenses

University	\$ 51,981
College	118,830
Theological Seminary	19,032
Slavic Department	4,080
Academy	23,900
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Total	\$217,823
University, <i>surplus</i>	\$ 5,710
College, <i>deficit</i>	430
Theological Seminary, <i>deficit</i>	1,158
Academy, <i>deficit</i>	3,770
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Net surplus	\$ 352

The Conservatory of Music

Income	\$ 83,720
Expenses	81,465
<hr/>	
Surplus	\$ 2,255

Important Prudential Committee Actions

The Prudential Committee is empowered by the Trustees to act for them *ad interim*. A brief summary, therefore, of the more important actions of that Committee, not

elsewhere covered in this report, should find record here, as these actions become Trustee actions upon their approval by the Trustees.

The records of the year show the usual amount of routine business, involving many building changes and repairs, summarized in the report of the Superintendent of Buildings and Grounds. But besides these normal building expenditures, the Committee have had to pass upon a number of important matters peculiar to the year: some additional contracts for the new women's dormitory, Keep Cottage; the remodeling of the Rowley house just north of Keep Cottage, to be used as an annex to Keep Cottage, and to accommodate a matron and fourteen young women; the purchase and remodeling of Shurtleff Cottage especially for use as a dormitory for Academy women; the remodeling of the buildings on the new Academy grounds; making the necessary changes in Room 26, Peters Hall, to equip it for use as an office for the Dean and Assistant Dean of College Women; and arranging for putting all the trees on the campus into the best condition possible. By vote of August 2, 1912, French Hall, made available by the removal of the Academy, was set aside for the present for the use of the College of Arts and Sciences for recitation purposes. Considerable thought has again been given to the problems connected with the Park Hotel, and it is hoped that a plan has now been worked out, that will at least save the College from loss in the years just ahead. Besides the Johnson and Shurtleff properties, the College has acquired by purchase, as authorized by votes of the Prudential Committee, the following Oberlin properties; three lots on North Main Street, opposite the campus; three lots on West Lorain Street,—two at the corner of Woodland Avenue, and one near Cedar Avenue.

At various meetings the Prudential Committee have also authorized certain special appointments, not passed upon by the Trustees. A full list of these appointments will be found in connection with those made by the Trustees, in a later section of the report

II. DONORS

The very fact that the year 1910-11 saw the completion of another Half Million Fund, made it natural that fewer gifts should be sought during the year under review. Nevertheless the showing for the year in this respect is most encouraging. It is worth saying, in the first place, that less than two thousand dollars of the Half Million Fund remain to be paid, and that these pledges are absolutely good. It is seldom that so large a fund is so promptly cleared up. It is hoped that as a result of the completion of this Half Million Fund, and of the enlargement of resources, due to increase in tuitions, all the departments (except the Academy) may now be put on their own feet without deficit, and that the University account that carries general expenses may be able also to continue henceforth without deficit.

The outstanding gift for the year is that of \$100,000, already paid in, for the Theological Seminary. This is the largest single gift that the Seminary has received in its history, and will mean very much for that department. Under the terms of the gift \$50,000 is to become an endowment for the Student Employment Fund, and \$50,000 for a new chair of Philosophy of Religion and Christian Ethics. The next largest gift of the year is the gift of \$50,000 already mentioned, by Mr. Charles M. Hall of the Board of Trustees and of the Class of 1885, for the removal of the Academy to its new site, and for further help in carrying out the possibilities of the general plan. Mr. Hall's other gift of \$2,500 a year for three years for the improvement of the campus also belongs here. A most welcome gift of \$10,000 for the always large need of Library endowment has been received from an anonymous donor. It should be gratefully recognized, too, that the present year has added to the L.L.S. fellowship for graduate study two other fellowships,—one the gift of the Aelioian Society, and the other the gift of the *Alumni Magazine*. These three fellowships give the College an opportunity to help its own Alumni in graduate study in a way

that it has long desired. The President acknowledges with special gratitude the continued help of the Living Endowment Union, whose annual contribution of \$2,500 makes possible advances that the College could not otherwise undertake. Few things could help the College so much as the steady extension of this Living Endowment Union. Mention should be particularly made of the recent gift, by Mr. Charles L. Freer of Detroit, of one hundred art objects illustrating Chinese and Japanese painting and pottery. There can be no question of the value and importance of this collection, which supplements most happily such Oriental material as the College already had in the Olney Art collection. On behalf of the Trustees and Faculty of the College, the President desires to express their most grateful appreciation of these gifts, and to assure the generous donors that the College will use every effort to make these gifts accomplish to the fullest possible extent the intention of the donors.

There may be properly mentioned here, as belonging to the history of the year, the completion of Warner Gymnasium and the erection of Keep Cottage, though the gifts which made these buildings possible were made in the preceding year. Dr. Leonard bears convincing and enthusiastic testimony to the unusual satisfactoriness of the Gymnasium Building as now completed, and this completed building only adds to the long continued debt of gratitude due from the College to Dr. and Mrs. Warner. It seemed possible for the College to undertake the erection of another hall of residence for women because of the gift of \$10,000 by Mr. and Mrs. George M. Clark of Evanston, Illinois. It was expected that Keep Cottage would be fully ready for occupancy with the beginning of this college year, and it is now hoped that it may be occupied by the first of December. The Cottage will provide admirable accommodations for 52 young women, as well as dining-room accommodations for 14 more young women occupying the Keep Cottage Annex. The year under review has been the first full year of the use of the Men's Building, that seems likely to play a larger and larger part

in the life of the College with every successive year. The men feel a genuine pride in the building, and visitors seem uniformly to feel the large addition that has been made to the facilities of the College by the gift of this splendid building. The anonymous donor has made during the year a further gift of \$500 for additional furnishing for the lobby of the building. These furnishings have added distinctly to the attractiveness of the lobby.

Gifts Reported by the Treasurer

The gifts reported by the Treasurer are divided into two classes: Gifts for Current Use, and Gifts to Capital. The whole amount of *Gifts for Current Use* for the year under review, it will be seen, is more than \$95,000. This amount includes not only several of the gifts already mentioned, but also some gifts that formed a part of the Half Million Fund. The list includes, too, an anonymous gift of more than \$1,000 for the Zoölogical Department; gifts for the purchase of library books, for the hospital, for student aid in the College Department, and for the employment fund for Seminary students. To the many friends, whose names appear in the Treasurer's report under this head, the College returns its heartfelt thanks. And it does not forget that many of these good friends have aided the College in these ways again and again. The College is constantly grateful for the relation to the Carnegie Foundation for the Advancement of Teaching, which makes possible retiring allowances for its Professors, payments on which appear in this account.

The total amount of *Gifts to Capital* reported by the Treasurer is \$336,983.16. There is contained in this amount not only the gift of \$100,000 to the Theological Seminary, already mentioned, but the payment of various subscriptions to the Half Million Fund, including especially almost the entire amount of the pledge of \$125,000 of the General Education Board, and a large increase in valuation of the Walworth property, in Cleveland, the gift, in 1904, of Miss Anne Walworth. Mention may properly be made of the gift of

\$1,000 by Mrs. Helen Handy Newberry to establish a scholarship fund for young women, and of a gift of \$250 by Mrs. Mary F. Perkins to establish a loan fund for young women. The pressing need of increasing the scholarship and loan funds for the College makes these and similar gifts particularly welcome.

Gifts Reported by the Librarian

The College Library received during the year 3,380 volumes by gift. One of the most valuable gifts came from Mr. William K. Bixby of St. Louis,—a collection of privately printed books from manuscripts in Mr. Bixby's possession, not obtainable by libraries except by the generosity of the owner. These volumes are of special interest and importance. A list of individual givers appears in full in the Librarian's report and need not be here repeated; but special mention may appropriately be made of a gift of several hundred volumes sent to the College from the Library of President James H. Fairchild of the Class of 1838.

Gifts to Various Collections

The record of gifts to the College for the year is never complete without reference to gifts made to the various collections of the College outside the Library, and they are here gratefully acknowledged. The Olney Art Collection has received not only the valuable gift, already referred to, by Mr. Charles L. Freer of Detroit, but from Dr. Hemingway of Shansi, China, a gift of roof tiles and of a large bronze Buddha. Through the courtesy of Dr. Charles H. Browning of Oberlin the Department of Zoölogy has received from the estate of Samuel C. Hotchkiss of the Class of 1904 additions to its working equipment and a valuable collection of 350 microscopic slides, mostly of pathological material and very skillfully made. The department of Animal Ecology has received valuable gifts of specimens completing local series, from Mr. F. M. Root of the Class of 1911, and of additional material from China and Africa from

Dr. W. A. Hemingway of the Class of 1893, and Rev. R. D. Cowles. The anthropological material of the College has been increased this year by an important gift from Mr. F. H. Sterns of the Class of 1909. Mr. Sterns' gift consists of a carefully studied collection of some 250 flint, jasper, bone and shell ornaments and implements collected by Mr. Sterns in Sarpy County, Nebraska. These gifts of museum material still further emphasize the really urgent need that the College has, of being able to make better provision for the housing and suitable display of its various collections. The Department of Physiology and Anatomy received from Dr. Cliff Johnson Merriam a complete articulated skeleton with case. About 1,700 specimens were added to the herbarium of the Botanical Department by purchase, exchange, and gift.

The Gift of the Graduating Class

The Class of 1912 established a new precedent in the matter of a class gift, by making its gift, not to the College directly, but to the new Oberlin in Shansi. The class contributed \$150, which will be used for the purchase of permanent equipment for the Oberlin-Shansi Memorial Academy at Taikuhsien, Shansi, China. The College appreciates this gift to the new Oberlin not less than the customary direct gift to itself; and it values the gift, as well, as an unselfish expression of the ideals of the College in its attempt to secure support for a worthy educational enterprise in China.

The President wishes here to acknowledge on behalf of the Trustees and of the Faculty of the College, all the gifts now reviewed, and thus publicly to express to each individual giver the thanks of the College.

III. ADMINISTRATIVE OFFICERS

No changes have occurred during the year in the administrative officers of the College.

Treasurer, Secretary, and Assistant to the President

The Treasurer, Secretary, and Assistant to the President are so directly associated with the President in the gen-

eral work of the College, that their reports may be fitly considered first and together.

Report of the Treasurer

The Treasurer's report follows essentially the same general rubric as last year, and the introductory table of contents makes that rubric clear. The alphabetical index to all funds included in last year's report very much increased the ease with which any particular fund might be found. In individual sections of the report, the funds are arranged in chronological order.

It will be seen that the total funds in the hands of the Treasurer amount to \$2,610,601.93, and that the net average income is still kept at five per cent. The total endowment funds of the College, not including scholarship and loan funds or funds carrying annuities, is shown now to have reached \$2,139,657.95, an increase over last year of \$283,620.84. If the scholarship and loan funds, amounting to \$164,862.55, are added to the endowment funds strictly construed, the total endowment of the College, in the sense in which the term is used by the Carnegie Foundation, amounts to \$2,304,520.50, an increase in the total endowment over last year of \$332,608.88. The Treasurer's comparative table also shows not only this notable increase over last year,—largely due to payments on the Half Million Fund and to the new \$100,000 gift,—but makes it plain that the endowment funds of the College, even exclusive of scholarship and loan funds, have more than tripled since 1895. The interesting summary table of all receipts and payments discloses that the entire receipts for the year from all sources were \$795,552.23,—undoubtedly the largest sum ever received by the College in a single year. When the value of the buildings and equipment is added to the total of investments, the summary of assets shows that the entire property of the College now considerably exceeds four millions—the exact amount being \$4,161,782.62.

Report of the Secretary

The report of the Secretary falls into two main divisions: Publications, and Official Records and Statistics. In the introduction to his report Secretary Jones indicates the gain in efficiency that has come to his office through the appointment of his assistant, Mr. John E. Wirkler. This appointment has made it possible to handle more promptly and satisfactorily the correspondence with incoming students, and has helped in maintaining and building up the College enrolment. What has been accomplished in this direction for the College of Arts and Sciences since Secretary Jones's appointment, is a good indication of what might fairly be anticipated from a similar handling of correspondence in the Academy and Conservatory. It is for this reason that, upon recommendation of the Academy Faculty, the Prudential Committee appointed during the summer Mr. Roy V. Hill as Secretary of the Academy, to do for the Academy a work like that which Secretary Jones has succeeded in so efficiently accomplishing for the College of Arts and Sciences. It seems clear that similar gains might be made by a like policy in the Conservatory of Music. Indeed, the whole situation raises the question whether it might be well, instead of establishing separate secretary's offices for the departments of the College, to have one general university secretary's office through which should be handled the follow-up correspondence for all departments, but providing officers particularly responsible for the individual departments. The President thinks it probable that such a university secretary's office in charge of Secretary Jones, giving him whatever help might prove necessary, could care for all correspondence with students of all departments except the Seminary, probably more effectively and more economically than in any other way.

The Secretary calls attention to a change in policy in the sending out of the Annual Reports, that the alumni should notice. This change of policy only means that the College does not wish to waste the money put into annual reports. It is earnestly anxious to send annual reports to every alumnus

that desires to receive them; but it is asking the alumni to indicate their desire to be put on the regular mailing list, in order that the College may be sure that a large number of reports are not sent where they are not wanted. The call for the annual reports of the College from libraries and other colleges has been rather rapidly increasing, and this makes it the more desirable that there should not be needless waste in other directions.

The Secretary makes it clear that the College is doing very little direct newspaper *advertising*, but depends chiefly upon the natural advertising that comes through its students and alumni and the direct work of the Secretary's office. In this work of the office, the Secretary has found it advantageous to use not only the College catalogs, but illustrated pamphlets, and an illustrated College calendar. The illustrated pamphlet has been valuable in giving new students some knowledge of what they were to find at Oberlin, and the calendar has proved, for a multitude of friends, a pleasant reminder of the College. Attention is called to the particularly valuable indirect advertising which comes to the College through Professor Sherman's effective publicity service as Chairman of the Committee on Newspaper Correspondence. Professor Sherman has shown in this work a rare combination of enterprise, good taste, and intelligent selection of material.

The Secretary's *statistics* show that in this year the College has given the largest number of degrees and diplomas in its history—275, bringing the total number of degrees and diplomas conferred since the beginning to 6,969. 4,281 alumni are still living. The number of *new* students for the year 1911-12 was 598. This makes the aggregate of all students who have been in attendance from the founding of the College to June 30, 1912, 38,731. For the year under review, college *attendance* all over the country was generally decreased, and this general condition, coupled with the increase of tuition in all departments, naturally lessened the attendance at Oberlin. The Secre-

tary discusses illuminatingly the attendance in the different departments. The fact that in spite of the increase in tuition from \$75 to \$100 a year in the College of Arts and Sciences, that department showed a loss of only six students, is really, as the Secretary suggests, "a remarkable showing," and indicates that the increased tuition in that department has had practically no effect on enrolment. It should be remembered also that the diminution in attendance, especially in the Conservatory, is due to a strict enforcement of its college requirements for admission, and to a still more rigorous catalog classification. This more rigorous catalog classification registers the last step that can be taken, so far as the President can see, to make our enrolment figures absolutely accurate and unpadding. That is, in the last catalog the policy was adopted of not counting at all in the enrolment totals of the College the list of students, chiefly public school pupils, who are taking in the College (as it seems entirely desirable for them to take) a little work in either music or drawing or painting. Accurate record requires the printing of their names as students actually taught by the College in some of its departments during the year, but they are not properly college students, nor to be so counted. For these home pupils, largely children, the College has adopted in the last catalog, in order that the facts may be known beyond peradventure, the following plan: They are printed after all the other students, under the heading "Unclassified Students, not of College Rank," followed by the note: "The students listed below have not met the literary requirements for admission to the College of Arts and Sciences or the Conservatory of Music; they are students whose homes are in Oberlin or in towns near Oberlin; most of them are public school students. They are not counted by the College in the summary of attendance on page 314." This policy, coupled with previous measures adopted, insures that the enrolment figures for the College of Arts and Sciences and for the Conservatory are rigorously limited to students who have met

the full requirements for admission to college, and no discount of any kind has thus to be made from these figures.

The Secretary's figures also indicate that, for the year under review, the *proportion of men* in the entire institution is the largest in the last ten years—38.85 per cent; and that the proportion of men in the College Department was larger than for any year since 1904-05—42.88 per cent. The Secretary's figures for the present fall make it plain that the total enrolment will be greater than last year, and that the enrolment in the College of Arts and Sciences will probably be the largest in the history of the College.

These figures show that the question of adopting some definite policy for the *limitation of numbers*, especially in the College Department, is still before us. The President's report of last year (pages 28-32) indicates in summary fashion the reasons why, in the judgment of the President, some policy of limitation, especially in the College of Arts and Sciences, ought to be adopted for at least the next few years. Since this question was raised by the President, the Faculty Committee on General Administration have carefully restudied the whole question, and their findings are fully given in the report of the Dean of the College of Arts and Sciences. There seem to the President to be two general reasons why the question should be definitely faced by the Board of Trustees: First, the inevitable tendency for the proportion of women to increase; second, the great need for turning any increases in resources to the betterment of present conditions instead of to barely keeping pace with increasing numbers. As to the first reason, it is believed that the best results of coeducation can be obtained only where the disproportion between the sexes is not too great. The conditions which underlie the second reason are carefully analyzed in the Faculty report. It does not seem to the President to be a rational plan of development to leave these conditions untouched. As the Faculty report says, "it seems perfectly certain that with a continuance of the steady increase of the past few years there must continue to be classes unduly large,

a teaching force inadequate in number and unduly weighted in the lower ranks, and a scale of salaries insufficient to meet the reasonable needs of the teachers." "Study of the growth of the last few years shows also that in a rapidly increasing college community the development of adequate oversight tends to lag behind." And it is still more obvious that, especially in rooms for recitation, the College has fallen behind its position of ten years ago. "Apparatus, library equipment, and most other forms of illustrative material have, in the case of many departments, quite failed to keep pace with the needs of the department and the advances in the subject." The President joins heartily, therefore, in the recommendations of the Faculty Committee, because he believes that the best growth of the College requires such a well-thought-out program as the Committee recommendations suggest—a program that ought to insure a distinct improvement of conditions and of the quality of the work at every point in the next five years. The recommendations of the Committee do not seem to the President to be revolutionary or in any degree unreasonable, but to be an attempt simply to meet with real thoughtfulness present conditions.

To return to the discussion of the Secretary's report, it will be noted that the percentage of students coming from outside the State of Ohio still continues to be remarkably large—over 54 per cent. The figures make it plain that Oberlin is increasing, rather than lessening, its appeal to the country at large. In this connection it is interesting to notice Oberlin's world outlook. Its former students are now scattered all over the world. Certain figures of the Assistant to the President indicate that Oberlin has now in China 74 former students,—graduates and non-graduates; in Japan 45; in the Hawaiian Islands 75; in the Philippines 22; in other islands of the sea 6; in Africa 37. And a count made by Mr. L. D. Harkness in February, 1912, indicated that Oberlin has or has had in the foreign missionary work alone 578 of its students. This world outlook and constituency react to undoubted advantage on the whole spirit of the college life.

Report of the Assistant to the President

The work of the Assistant to the President is especially directed not only to increasing the resources of the College, but, as the report shows, to enlarging its whole constituency and to keeping all the alumni and friends of the College in interested and cordial relations to the College. And the Assistant has aimed so to organize the work of this office as to make it easy for anyone who should follow him to take up his work without loss and with full intelligence at the point at which he left it. By vote of the Prudential Committee, the Assistant to the President has been granted, at his own request, a year's leave of absence, beginning November 1, 1912, that, it is hoped, will only mean a temporary interruption of the work of this office, and not the permanent removal of Mr. Williams from the work of the College. The President and his Assistant have been in complete accord as to the method and spirit in which the financial work of the College should be carried forward, and neither officer has been satisfied to secure funds that did not mean genuine interest and a conviction of the value of the service that Oberlin is rendering. And the chief gifts of the present year, as the Assistant indicates, are notable examples of just such interest and conviction. Much of the ground of the report of the Assistant to the President has been inevitably covered in the discussion of the gifts of the year.

Heads of Departments and Associated Officers

The work of the administration of the College includes not only that of the general administrative officers now reviewed, but also that of the Heads of Departments and of the officers associated with them: the Dean of the College of Arts and Sciences, with the Dean of College Men, the Dean of College Women, the Registrar, the Chairman of the Committee on Admission, the Secretary of the Bureau of Appointments, and the Chairman of the Summer Session; the Senior and Junior Deans of the Theological Seminary; the Director of the Conservatory of Music, with the Dean of Conserva-

tory Women; the Principal and Associate Principal of the Academy, with the Dean of Academy Women; the Librarian, and the other general officers of the College—the Director of the Men's Gymnasium, the Director of Athletics, the Director of the Women's Gymnasium, and the Superintendent of Buildings and Grounds.

The College of Arts and Sciences

In turning to the discussion of the report of the Dean of the College of Arts and Sciences, the President desires to express his warm appreciation of the work already accomplished by Dean Cole in the more careful supervision of the various aspects of the work of that department. How much of detailed attention to the work of individual students this supervision has involved, the section of the report dealing with "Administration" clearly shows. Dean Cole's report affords an illuminating survey of the conditions of this central department of the College, and is commended in its entirety to the careful attention of the Trustees. The work of the Faculty of the College of Arts and Sciences for the year is thus summarized:

It may be said that in general the prediction in the report of the preceding year was fully carried out—that it would be a year of securing the ground gained in the advance of that year, of perfecting the details of new plans, and correcting mistakes that had been made. On that side the progress of the year was real and substantial. But there were genuine new advances as well. Among these the ones to be ranked highest are probably the decision to stand for limitation of numbers until the quality of the work and the equipment can be greatly improved; some progress in the development of a definite policy in regard to vocational training as part of the college curriculum; establishment of an additional incentive to high scholarship among the ablest students, in the form of honors at graduation; restriction of individual participation in outside activities, on a plan that emphasizes the importance of the student's college work; further steps in transforming meetings of the Faculty into sessions for constructive legislation, without interruption by the details of routine; and last,

but by no means least, enlargement of the scope and standing of the Summer Session. The work of the year will bear comparison even with the large achievements of the one that precedes it.

The bringing of the work in Drawing and Painting into immediate connection with the College of Arts and Sciences is likely to prove a distinct gain, and will avoid some erroneous inferences that were likely to be drawn from the previous catalog classifications. The careful study of the whole relation of these courses to the rest of the institution, the putting of the classes in Choral Music on a credit basis, and the placing in the budget of a modest annual provision for increasing the facilities for out-door playgrounds, perhaps deserve to be particularized among the gains of the year in this department.

The Dean especially emphasizes, in harmony with the conviction of the President, the value of the reports of the individual members of the Faculty; and his summary of these individual reports gives perhaps the briefest statement, that the annual report affords, of the detailed needs of the College of Arts and Sciences. It should be noticed that these detailed needs, as stated by the individual teachers and growing immediately out of their work, may all be regarded as urging anew the recommendations of the report on the limitation of numbers.

The reports show as well, of course, that gratifying *gains* have been made at various points. On the scholarship side there seems to be little doubt that the requirements of the teachers were somewhat more exacting, and that the work of individual students was more carefully supervised. The Dean of College Women reports the initiation among the women of a plan for Senior Counselors for Freshmen, that ought to give valuable results. The Registrar brings out the gratifying fact that the last graduating class showed the largest percentage from the original membership of the class, that has been shown by any class, since this study was undertaken. The assistance furnished to the graduating class by

the Bureau of Appointments has also been larger than ever before. The Dean of College Men justly rejoices in the general wholesomeness of our athletic conditions. His summary of changes during his *ten years of service* may fitly find place here.

The present year will conclude ten years' service as Dean of Men. It may not be out of place to enumerate two or three of the more important changes that have taken place in that time that affect the life of the men and the spirit of the College.

It was recognized in beginning the work as Dean of Men that the important thing was not to initiate changes, but to bring about a spirit among the men that would lead them to support any advances that might be made, or if possible to themselves initiate such advances.

It has been the general policy of the office during this period to place as much responsibility as possible upon the men for their own conduct and for the general welfare of the College. This has been done in the belief that freedom and responsibility prepare for manhood, having always in mind the reservation that "it is freedom to be disciplined in as rational a manner as one is fit for," and that inability to accept responsibility necessarily forfeits some degree of freedom.

In general I believe it to be true that the men of the College have met and respected this attitude to a surprising degree during the past ten years.

It is much more difficult, and requires much more patience and more faith in human nature to bring about a sentiment in a body of students that leads to desire for new and better ways of doing things than it is to initiate changes and compel conformity to such changes. The latter is often necessary, but in many instances the important thing is to have the support of the students themselves. In each of the changes enumerated below the action came as the result of student sentiment, but this was preceded in each case by a period of patient suggestion before the idea finally took root.

The Men's Student Senate was organized September 26, 1906. Its work has been described before. There is no doubt as to its value from the standpoint of both students and Faculty.

The Honor System has now been tried for three years and has shown itself a distinct advance over the preceding system.

The growth of a feeling of responsibility on the part of upper classmen for the younger men, is shown in the meeting of the President of the Senate with the Freshman class, and his explanation of the Honor System and of many other features of college life. Through this growing feeling of responsibility it has been possible to do away with the frequent and unseemly class squabbles that were so common a feature of the college life a few years ago. Hazing of any sort is also practically unknown.

There is, I believe, a hearty and sincere spirit of coöperation between the men and the administration officers of the College, and none of the spirit of armed neutrality which so often prevails between students and Faculty.

These changes have taken place while the enrolment of the men has increased from 279 to 428.

A portion of Dean Cole's summary of *the needs* of the College of Arts and Sciences may properly find place here:

Unquestionably the deepest need of the College is still the strengthening of the teaching staff by increase in the number of teachers, by promotion of thoroughly tested teachers of the lower ranks, and by a general increase of salaries. Hardly less acute is the need of great development of the equipment of the College, especially the need of a new recitation building or group of buildings.

Other specially needed buildings are: a Botanical Laboratory, a Geological Laboratory, a Physical Laboratory, and a building for the Art Department. Large increases in equipment are needed for all the scientific departments, for the whole of the social science group of departments, as well as additional equipment for the Department of Mathematics and the Language Departments. Further library appropriations are everywhere needed. And a special need, that deserves all the emphasis given it by both Professor Lybyer and the Dean, is that of greatly increased funds for beneficiary aid. It should be remembered that it was the lack of such beneficiary funds, that made it necessary for the College to put back, in such aid, a very considerable proportion of the added receipts

from increased tuition charges. The endowment of a general lectureship, the income of which would be available for all departments would also be a great gain.

The Theological Seminary

The Senior Dean, Professor E. I. Bosworth, was on leave of absence last year, and the report for the Theological Seminary is made by the Junior Dean, Professor G. W. Fiske. The Dean refers to the *Extension Plans for Oberlin Theological Seminary* which were carefully prepared last winter and adopted by the Theological Faculty as their constructive policy for the future. Toward the fulfilment of these plans the gift of \$100,000, previously mentioned, has already been made. Our whole College interest is more closely involved than many might think in the vigorous growth of the Theological Seminary. Nor is it to be forgotten that there has been but one notable advance in that department in the last twenty-five years, that made possible by the gift of the endowment of the chair of Practical Theology by Mr. D. Willis James. The steadily increasing numbers in the College Department in the last ten years (doubling our enrolment at this point) have forced the development there, and that has naturally left the interests of the Theological Seminary to one side. We seem bound now, in justice not only to the Seminary interests, but to those of the entire institution and of Oberlin's larger work in the world, to make more adequate plans for the Theological Department itself. The recent great advances in resources at Union, Princeton, Hartford, and Yale, almost force a similar, though relatively much more economical, development upon us, if Oberlin is not to fail in the large and distinctive service that she has been rendering to the churches especially of the West and to foreign mission fields all over the world. In place of discussion of the report of the Dean, then, these Extension Plans for the Seminary may be appropriately presented in full at this point.

CONSIDERATIONS WHICH HAVE LED TO THESE PLANS FOR
EXTENSION AT OBERLIN SEMINARY

The Middle West *needs a strong non-sectarian Theological Seminary* of the modern type, connected with a successful Christian College; where an efficient leadership can be trained for western churches; where Christian missionaries, teachers, and Y. M. C. A. leaders can be fitted for a broadly effective service, be permeated with world sympathy, and be freed from the narrowing effects often seen in a sectarian school.

The Middle West faces a peculiarly complex religious crisis, particularly in the rural sections. The country churches of over a hundred denominations are languishing because of *petty rivalries*. The process of merging, federating, uniting is already begun and must continue indefinitely. This great task of combining churches, for more successful local work for the Kingdom of God, must be done by men especially trained for country-life leadership and free from sectarian narrowness.

The Middle West churches, and churches farther west as well, are suffering from *poor leadership*. Less than ten per cent of the country pastors (all denominations) have had a full professional training. The churches are so thankful to get ministers with even as much as a college training, that many earnest, promising young students are put into pastorates before they have had time to take a theological course. Later they find it difficult to interrupt their work; and often, with a growing family to support, they cannot afford to stop. Consequently the rural ministry west of the Alleghenies is, in general, very poorly equipped and not in touch with modern thought or the great life movements.

Oberlin Theological Seminary is the *only non-sectarian* theological seminary in the Middle West. In a unique way it meets the special needs of the West today for ministerial preparation. From the beginning Oberlin has been entirely free from sectarian control and creedal limitations; and has aimed to combine an earnest evangelical spirit with frank scholarship, practical efficiency, and a real missionary purpose. The Seminary, with the College, was placed on the original list of higher institutions on the Carnegie Foundation, thus guaranteeing both our high standards and our non-sectarian character.

The constituency of Oberlin Seminary is surprisingly broad and cosmopolitan. For the year 1910-11 our 80 students came from 53 different colleges and other higher institutions and from 24 states and foreign countries. They were members of at least 15 different Christian denominations.

The product of Oberlin Seminary is greatly in demand. Every year the Seminary graduates are sought for by scores of churches. They could easily be placed in positions of usefulness several times over.

The missionary interests of Oberlin are widely known and appreciated. One-half of the graduating class for 1911 entered foreign missionary service. Our Student Volunteer Band is usually the largest in the country. Missionary Boards rightly look to Oberlin as one of their finest fields for discovering and training missionary leaders. No American institution sent in 1911 so many new recruits into the foreign field. Of the 412 new missionary recruits of all denominations who actually sailed for foreign service in 1911, twenty-four (24) went from Oberlin Seminary or College, or both; the remaining 388 were trained at 247 different institutions.

Some geographical considerations relative to theological investments: Nearly \$25,000,000 are invested in the twelve largest theological seminaries within 250 miles of New York City (1910 report). This is practically half of the total investment for theological education in the entire country, although the total enrolment of these twelve schools is only 1,223, of the 10,218 theological students reported by the U. S. Department of Education in 1910.

In the entire country west of Pennsylvania, which so sorely needs religious leaders adequately trained, theological education is very poorly endowed. Four seminaries in Chicago report an aggregate investment of about \$4,500,000 in buildings and endowment. But aside from these four, there are only five schools of theology, from Pennsylvania to the Pacific (including the South), which have even as much as \$300,000 invested in productive endowment. Western schools are doing the bulk of the theological training of the country, on poor equipment and limited endowment. Sixty per cent of the theological students of the country are in these western and southern schools and a much larger percentage come from western and southern.

homes. It is the western church which needs more ministers. It is the western home and the western college which are sending most of the young men into the ministry today. It is equally clear that these men must be trained for their life work, for the most part, in western seminaries.

The mid-west seminary has the great strategic opportunity for the coming generation, and deserves an equipment equal to its splendid task.

Oberlin Seminary has for nearly eight decades been doing valiant service for the churches of many denominations. With a very limited endowment, but with a strong Faculty and a remarkably loyal student body, we have been able to use our resources effectively, partly because our connection with Oberlin College furnishes us fine library and gymnasium advantages free of expense. We must largely increase our resources soon, and develop the personal strength of our Faculty and enlarge and modernize our plant, or fail to meet successfully the great and in some respects the unique opportunity which our mid-west location, our splendid heritage, and our broad natural constitutency present to us.

Relations to Oberlin College. Oberlin College has been a strong wholesome, and inspiring influence in the educational and religious life of the West; and it cannot be doubted that the Seminary has contributed much to this result. It would be nothing short of a calamity to the strong and rapidly growing College Department itself if the Seminary should fail to keep pace with its growth.

THE EXTENSION PLANS

A. Endowment for new Professorships:	
1. The Bosworth Chair of Biblical Theology	\$ 50,000
2. A Chair of the Philosophy of Religion and Christian Ethics.....	50,000
(Provided by recent gift)	
3. A Chair of Sociology and Rural Christian Forces	50,000
4. A Chair of Christian Missions.....	50,000
	—————\$200,000

B. Building Fund for New Seminary Plant:	
1. Administration and Lecture Hall...	\$100,000
2. A Seminary Chapel, with organ....	30,000
3. A Dormitory Building for eighty men	65,000
4. Apartment House for married students	30,000
	————— 225,000
C. Fund for Scholarships, Fellowships, and Loans:	
1. The Student Employment Fund (\$50,000 provided by recent gift).....	\$100,000
2. The Country Ministers' Fund.....	50,000
3. Two Graduate Fellowships.....	30,000
4. The Seminary Loan Fund.....	5,000
	————— 185,000
D. Special Endowment Funds:	
1. For a general Seminary Lectureship.	\$ 20,000
2. For current needs for Departmental Expenses, Clinics, Equipment, etc..	10,000
3. For a Graduates' Library Fund....	30,000
	————— 60,000
E. Addition to General Endowment Fund:	
1. Library Endowment	80,000
2. For Salary Increases and falling interest rates	100,000
3. For Maintenance of Building Equipment	100,000
	————— 280,000
	————— \$950,000

EXPLANATION OF CERTAIN SPECIAL NEEDS

A. *Endowment Funds for New Professorships.* Oberlin Seminary definitely faces the manifest need of an enlargement of its Faculty. The Seminary Faculty numbers the same as twenty years ago; for although one most valuable chair—that of Practical Theology—has been added within that period, another department it has been necessary to drop. The new chair of Philosophy of Religion, made possible by the gift already mentioned, registers the first step toward meeting this situation. The average size of the Faculty in the twenty-two leading American Seminaries was fifteen, at the last report; but Oberlin Seminary can hardly claim the

full time of more than six professors. In spite of the advantage of possible elective work in the College Department, this comparison suggests the great need of a larger teaching force to deal adequately with the peculiarly Seminary subjects. This has led the Seminary Faculty, after careful study, to the suggestion of the four chairs named in the "Extension Plans." For the proposed enlargement of the Seminary Faculty, there is the further reason of the great need of developing the personal strength of the teaching force both for the needed efficiency of the Seminary and for its outside influence in the religious world. For, on the one hand, personality counts with peculiar strength in professional training for the ministry; and, on the other hand, the burdens of outside representation at present are very heavy and the opportunities for rendering large service in this way are constantly increasing. Such an enlargement of the Seminary's teaching force would greatly help at both these points. It would, moreover, strengthen the influence of the Seminary in the whole life of the College, and give Seminary teachers a somewhat better opportunity to share in theological investigation and publication.

A. 1. The Bosworth Chair of Biblical Theology. If, as seems quite probable, Dr. Bosworth should accept this new chair, it would furnish him a better chance to render his largest service as a teacher of Biblical Interpretation, in which he has developed unique power and for which he is most widely known. It would enable him to intrust to another professor the preliminary courses in New Testament Introduction and Exegesis, and to devote himself to the more advanced work of building upon the results of these introductory studies. Among possible courses in Biblical Theology which a Seminary curriculum should contain, the following might be mentioned: Jesus and the Religion of the New Testament; the Life and Teachings of Paul; the Johannine Theology; and the Teaching of James and of the Epistle to the Hebrews. It will be seen at once that this Chair of Biblical Theology may very naturally be made the connecting and unifying link of the whole Seminary curriculum. It will supplement both Old and New Testament Departments and bridge a rather serious gap between them. It will connect the Biblical Departments with the Philosophical and Theological Departments and valuably supplement both. It will, again, connect Bib-

lical History with Church History and construct an adequate foundation for the latter. It will connect directly with the courses in Biblical Homiletics and the Social Gospel; and give the background for all discussions in Polity and Church Administration.

A. 2. *The Chair of Philosophy of Religion and Christian Ethics* would supplement in the most valuable way the regular courses in Systematic Theology; and a strong man is needed at just this point, particularly because the President is attempting to carry the instruction in Theology in addition to his large administrative and representative duties. (This chair has now been provided, and will be filled from the beginning of next year.)

A. 3. *The Chair of Sociology and Rural Christian Forces.* The Seminary should be able to offer thoroughly scientific courses in Sociology, permeated with the Christian spirit and adapted to the special help of prospective ministers. There is reason, too, for a Seminary situated as Oberlin is, to undertake, just now, some special responsibility for the betterment of rural conditions. The rapid development of the Rural Life Movement, under the leadership of the Agricultural Colleges, is forcing the Seminaries to give attention to the neglected country churches and pastors. Most rural ministers are untrained. They cannot afford a Seminary course. Until the Seminary actually comes to them they will remain as a class hopelessly conservative both in their message and their method. A professor giving half time to field work could render great service to the rural churches and ministers, as do Dr. Warren H. Wilson and his helpers in the Country Church Department of the Presbyterian Home Mission Board. This service would splendidly cultivate the Seminary's church constituency in Ohio, without which we cannot hope to grow, and could include in it churches of all denominations. One semester's teaching each year in Rural Sociology, Rural Economics, Rural Psychology and Institutional Leadership, etc., would be exceedingly valuable courses for men anticipating the rural or village pastorate. This is a distinct opportunity for the Seminary to take an advance step which will at once meet with both favor and appreciation.

A. 4. *The Chair of Christian Missions.* In view of Oberlin's remarkable missionary record, already referred

to, it would seem clear that if any Seminary was called on to offer the best possible preparation of workers looking to the foreign field, that Seminary was Oberlin. Oberlin is, therefore, naturally very desirous of adding this further chair to its present Seminary Faculty.

B. Buildings. B 1 and 3. Council Hall, the present Seminary headquarters, is speedily reaching the point where its repairs and maintenance will be too expensive to be worth while. It rather suffers in comparison with the entire College equipment, and compares unfavorably with the equipment of every other Seminary of high grade. Our rivals are almost luxuriously housed. We secure our students in spite of a serious handicap in equipment which certainly keeps many away. If we are to be saved from falling back into the ranks of second-rate seminaries we must soon be provided with modern buildings, with suitable physical conditions worthy of first-class men and equipped for first-class work.

B. 2. A Seminary Chapel (not necessarily disconnected from the Administration and Lecture Hall) apart from the large Finney Memorial Chapel of the College, is needed as a religious center for the Seminary, a churchly room for homiletic practice, and a suitable place for public Seminary lectures.

B. 4. An Apartment House for Married Students is not usually needed in Eastern Seminaries, where students are younger and seldom married. But last year 28 of our 80 theological students were married and needed small apartments of two, three, or four rooms for light house-keeping. Usually the Seminary wives are able to gain greatly from the broad advantages offered in Oberlin. The large proportion of married students is not due to the students marrying during their course, but to the fact that nearly half of our students come to the Seminary after they have had one or two pastorates. The need of ministers in the West and Middle West is so great, that many bright college men receive urgent calls from churches before they have time or money to secure their Seminary training. This is likely to continue indefinitely; and Oberlin Seminary can render a great service by accepting such men as students and encouraging them to make the necessary sacrifice for a three-years' course. These married men,

however, require the assurance of a fairly comfortable home and an opportunity to earn at least part of their living.

C. 1. The Student Employment Fund. For some years past it has been our policy to give our students no money in free scholarships. We award a few prizes at the end of the year for highest grade work; but our students are self-respecting and expect no free gifts. All they ask is a chance to earn their way. Practically all the students are doing some kind of religious work, either preaching or country or city mission work, under the direction of the Professor of Practical Theology. In return for this work the men receive \$100.00 each from the Student Employment Fund, thus enabling the men to earn a good part of their expenses while gaining valuable experience, as well as rendering good service to worthy causes. The money thus serves a three-fold purpose. Hitherto, however, this money has been raised laboriously in small sums year by year, and has not been sufficient in amount. The recent gift of \$50,000 toward this fund has given very great relief; but the Seminary Faculty feel that just about as much more is required to meet the complete need at this point.

C. 2. The Country Ministers' Fund is intended for just such cases as mentioned above in paragraph B4. Scores of half-trained country ministers, often men of alert and eager minds, but limited equipment, write to Oberlin Seminary every year asking for a chance to come and study, and an opportunity to earn two to five hundred dollars by preaching, to support their families. Such opportunities near Oberlin are very meager; therefore many are unable to come. The serious country church problem is requiring trained ministers, particularly now in the Middle West, with the work of church consolidation and social reconstruction urgently pressing. We believe one of Oberlin Seminary's greatest opportunities for service is to call in and train men who shall be leaders in the new rural life movement which means so much to the country. If we could offer these men \$250 or \$300 a year, in return for definite home missionary service in term-time *or vacations*, a good number each year would come with their families. The result would be a great contribution to the increased efficiency of rural churches of many denominations. Applications come to us from ministers of some 25 different sects. As

an indication that people are looking especially to Oberlin for help in training this rural life leadership, it may be well to mention that last January at a national Home Mission council held at Madison, Wisconsin, Oberlin Seminary was given the credit (by disinterested parties) for meeting this special need most successfully at present, among the various Seminaries of the country. Our work, however, is seriously hampered by lack of funds.

D. 3. A Graduates' Library Fund is needed, the income of which is to be divided among the members of the Senior class to equip them with a small, choice, working library. This will help to prevent the mental impoverishment which threatens pastors of rural churches far from library privileges.

The Conservatory of Music

The report of the Director of the Conservatory, besides giving the regular statistics for that department for the year, calls attention to the increasing outside recognition of the Faculty and to the unusual wealth of musical opportunities afforded our Conservatory students. The need of increased scholarship and loan funds is especially emphasized.

A distinct advance has been registered once again by the Conservatory in adopting a still stricter standard concerning the admission and distribution of its students. The new Conservatory policy involves four points:

1. As previously announced, the Conservatory is not now registering anyone for full work in the Conservatory, who has not met the requirements for admission as students of the College Department. The Conservatory of Music becomes, thus, a department of full College rank. This policy was already so fully carried out for the latter part of the year under review, that only five students of Academy rank were taking the major part of their work in the Conservatory, and even this small remainder will be eliminated the present year.

2. The Conservatory has also adopted the policy of assigning to Professors or Associate Professors only those Conservatory students who are of College rank, thus insuring

that teachers proposed for the benefits of the Carnegie Foundation, shall be giving their time to students of full College rank.

3. In the third place, the College is at present not classing in the Conservatory at all, but in the Academy, all students who, though taking part work in music, have not met the requirements for admission to College.

4. In the fourth place, the list of students, chiefly public school pupils, who are taking—as it seems desirable for them to take—a little work in the Conservatory, are, as explained at an earlier point in this report, no longer counted in the enrolment totals of the College, though accurate record requires the printing of their names.

Upon this solid foundation the Conservatory can be confidently expected rapidly to build up. The improved quality of the student body is a clear cause for congratulation, and the numbers are certain to increase.

The Academy

The reports of the Principal and of the Associate Principal bring out the essential facts in the work of the Academy for the year. The outstanding facts for the year, of course, are the removal to the new site, the successful refitting for Academy uses of the buildings on the new site, the acquisition of Shurtleff Cottage chiefly as a hall of residence for Academy girls, the outside representation work of Professor Adams, and the appointment of Mr. Roy V. Hill as special Secretary of the Academy. The entire Academy Faculty join with the Principal and Associate Principal in expressing their satisfaction in the beautiful new grounds and in the highly satisfactory way in which it has been possible to remodel the buildings for the uses of the Academy. Mr. Peck thus summarizes what has been secured in the remodeled houses:

The main house provides thirteen recitation rooms, two offices, one for the Principal and the other for the Dean of Academy Women, two waiting-rooms for these offices, a private room for the girls, and also a private room for the women teachers. Ample toilet facilities for both boys and

girls are found in the basement. The house is heated with steam from the Central Heating Plant, and lighted by electricity. In addition to the large main house, there are two smaller dwelling houses, one of which furnishes a recitation room and laboratory for the department of Physics, and rooms for the use of the Secretary of the Academy. The other house provides a laboratory for Botany and Zoölogy, and rooms for the janitors who have charge of the entire plant. In addition to these buildings, there is a small one-story building near the main building which provides a large recitation room.

Professor Adams reports on the work he was able to do in the way of outside representation for the Academy,—work that should bear future as well as immediate fruit. The appointment of Mr. Hill as Academy Secretary to undertake for the Academy work like that which Secretary Jones has done for the College of Arts and Sciences, carries out a plan which the Academy Faculty have long urged. All these changes have brought to the Academy a new enthusiasm and *esprit de corps* that promises much for the Academy's future.

The Principal of the Academy joins with the heads of other departments in especially emphasizing the *need* of beneficiary funds. The pressing need of endowment is also made prominent, as well as the need of dormitory accommodations, especially for younger boys, under the immediate supervision of teachers, and the further needs of a chemical laboratory, and of independent accommodations for chapel, gymnasium, and athletic field. Some portion of these needs, it is hoped, may still be met from a part of the \$25,000 made available for the Academy through Mr. Hall's generous gift.

The highly successful way in which Miss Frances J. Hosford has carried the work of Dean of Academy Women deserves special mention.

The Library

The gifts to the Library have already been mentioned, and the Librarian's word concerning these gifts may well be added here:

I find that our Library seems to be more fortunate than many other libraries of its size in the number and quality of the gifts which it continues to receive. Without these gifts our Library would be of very much less value, and it is one of the sources of great encouragement for the future of the Library that its friends are so continuously interested in enlarging and enriching it.

These gifts with purchases have brought to the Library additions for the year of 6,099 bound volumes, making the entire number of bound volumes in the Library 125,691. Besides these bound volumes, the report shows that the Library has a great store of other material. The work of the different departments of the Library—the catalogue department, the reference and circulating department, and the shelf department is again carefully reviewed by the Librarian. Every stage of the report reveals both the crowded condition of the Library and the need of a larger staff. The shelving space is already intolerably crowded for effective service, and the stack room now occupied by the art collection is imperatively demanded. At the same time income for purchase of books and for increasing the salaries of the Library staff is urgently needed. The Librarian estimates that added endowment of \$200,000 for purchase of books, and an endowment of the same sum for increase of salaries would be required really to meet the situation as it ought to be met.

Other General Officers

There remains to be reviewed the work of various other officers of the College who have to do with certain aspects of the work of the entire institution—the Director of the Men's Gymnasium, the Director of Athletics, the Director of the Women's Gymnasium, the Chairman of the Deans of Women, and the Superintendent of Buildings and Grounds.

The report of the *Director of the Men's Gymnasium* shows that 565 men all told have made use of the Gymnasium during the year, and that in this number are included 83.81 per cent of college undergraduates. The outstanding fact for the year, as reviewed by the Director of the Men's

Gymnasium, is, of course, the *completion of Warner Gymnasium*. The addition to the Gymnasium was carefully studied in all its details and the older portion of the building was also fully readapted to present needs. The result, as Dr. Leonard says, is "a building better heated, ventilated, lighted, and cleaned than ever before, with two rooms available for class work and another for prescribed individual work, and all three for voluntary exercise; much more adequate provision for indoor games; locker accommodations adequate for all probable demands; the greatly needed separate dressing rooms and baths for men engaged in outdoor sports; and comfortable quarters for visiting athletic teams." The fact is that the College now has in the completed Warner Gymnasium a building and equipment that may be regarded as fairly ideal in every way for their purposes. The building deserves the full description of it which is appended to the Director's report and to which attention is here called.

The report of the *Director of Athletics*, Professor C. W. Savage, evinces the success of the new coaching system, a healthy growth in intra-mural sports, and the needs which grow directly out of this situation. The following extracts from this report may bring out its salient features:

Not alone in the games won in intercollegiate contests did our Faculty coaching system prove successful, but in the whole athletic life of the institution it could be easily seen that men with higher ideals than those of the average professional coach were in charge. Both our coaches were in entire sympathy with the purposes and ideals of the Faculty, which emphasize scholarship as the paramount interest of the college course. Because of this fact, the work of your Director was made lighter and more effective and the contribution of athletics to student life enhanced. . . . The class contests in various branches of sports were handled by the coaches as they have never been before and the series of inter-class games proved unusually successful. All the 'varsity teams of the year were good. . . . The year saw no new branches of sport introduced, but there was a steady, healthy, and increasing interest by a great number of men in all the established branches of sport.

The imperative need of bettering and increasing our present athletic facilities, as outlined in my reports of several years previous, grows more insistent. The rearrangement, grading, and draining of our present athletic fields and the construction of new fields cannot be postponed longer without real hardship. . . . The idea of sport for sport's sake among our College men is certainly growing stronger. A striking indication of this is the number of baseball games played last spring at 5:30 in the morning. No less than forty-three such games were played and the demand for grounds at this early hour was so pressing that it was necessary to keep a calendar with the possible dates, at times, taken two weeks in advance. . . . At least three additional baseball diamonds, a second, and if possible, a third football field, a running track, and a score of tennis courts would all be kept busy were we able to produce them immediately. New stands are imperative and a field house would add immeasurably to the value of the fields.

The time would seem to have come for pressing forward some unified plan of meeting the entire need for outdoor sports. The Director estimates that "a special construction fund of \$50,000 could wisely be expended on new fields; and to adequately care for them after construction, a special endowment fund of at least \$50,000 would be required."

The report of the *Acting Director of the Women's Gymnasium*, Miss Helen F. Cochran, shows that 531 young women have used the Gymnasium during the year, including some service to kindergarten and high school pupils. Of this number 212 have taken the credit courses. Ninety-six students have been registered in the Teachers' Course in Physical Training. Especially for students in this course a swimming pool is particularly needed, because ability to teach swimming is now so generally demanded of teachers of physical training. The Acting Director believes that this swimming pool is the greatest need of the department just at present. The fact that six lectures on Personal Hygiene were given during the year to all Freshman women deserves special mention, as well as the very successful biennial exhibition of the Gymnasium, taking the form this year of a

folk-dance festival. Dickinson House has continued its valuable service as athletic headquarters for the young women.

The report of the *Chairman of the Deans of Women*, Dr. Florence M. Fitch, calls attention to the closer relation of the Women's Board to the General Faculty, which has been brought about by the combined action of Trustees and Faculty, and reports also the interesting fact, that all the women on the teaching staff of the various departments have been organized into an *Advisory Committee* under the chairmanship of the Dean of College Women. This Committee is studying at present three special questions: social life and training; vocational opportunities for women; health conditions and education. As Dean Fitch remarks, "there can be no question but that this enlistment of the women of the Faculty means enrichment of our common life." The Chairman of the Deans of Women is gratified also to be able to report the improvement in housing conditions which has been made possible through the opening of Keep Cottage and of Shurtleff Cottage. Of Keep Cottage the Dean says: "No pains have been spared to make the building beautiful, home-like, convenient, and comfortable. The enthusiasm with which the students are receiving it is evidenced by the fact that all the rooms have been assigned and over a hundred names are upon the waiting list."

The facts contained in the report of the *Superintendent of Buildings and Grounds* have been so largely anticipated in previous sections of the report, as to require no further discussion at this point.

The Work of the President

The President's work has included, as usual, administration, teaching, outside representation, publication, financial work, and the meeting of many personal and social demands.

One of the main aims of the ten years of the present administration has been to enlarge the *administrative staff* of the College and to better the organization of the staff. As a matter of fact, although the administrative staff has been con-

siderably enlarged in the ten years, this enlargement has hardly kept pace with the increase in the number of students; and it should never be forgotten that efficient administration requires a growth in the administrative staff at least proportionate to the growth in the responsibilities taken on. The ten years have seen the creation of the office of the Dean of College Men, and of the separate offices of Dean of Conservatory Women and Dean of Academy Women, and the recognition of responsible heads of the College of Arts and Sciences and of the Theological Seminary, corresponding to the previously recognized heads of the Conservatory of Music and of the Academy. At the same time the organization of the separate offices has been extended and improved: the care of the women of the entire institution has been committed to a committee of Deans consisting of the Dean of College Women, the Dean of Conservatory Women, and the Dean of Academy Women, the Dean of College Women acting as Chairman of this Committee of Deans; the President's Office has been organized by the appointment of the Assistant to the President, the Secretary to the President, and the requisite stenographic force; the Assistant to the President to have primary responsibility for the relations to the constituency and for increasing the resources of the College, and the Secretary to the President to undertake not only the duties ordinarily connected with that office, but to give such assistance as is necessary to the President in his teaching, and to take charge of the Bureau of Appointments. The organization of the Secretary's office and of the Treasurer's office has been similarly developed, the different phases of the work of the Secretary's office being now assigned to different individuals; and the staff of the Treasurer's office now consisting of four, including an Assistant Treasurer. During the same period the Gymnasium and Library staffs have been increased and carefully organized, and a like change has gone on in the teaching departments.

The year under review has witnessed some further important steps in this development of the administrative staff,

in the appointment of an Assistant to the Secretary of the College, and of an Assistant Dean of College Women, and of a Secretary of the Academy. As indicated elsewhere, the work of the Dean of the College of Arts and Sciences has been carefully mapped out, and the Faculty through that office has been relieved of much routine. The organization of the Faculty through its committees has been gradually improving. Through the recommendation of the Efficiency Committee on Administration the Faculty have adopted various procedures tending to secure more perfectly to the respective councils, faculties, committees, and officers their proper functions. The experience of the year has already made it clear that some further relief must soon be given to the Dean of the College of Arts and Sciences, if the work now undertaken by that office is to be fully continued. The most natural suggestion seems to be that by the Dean, that the work of the supervision of the scholarship of individual students should go from that office to the Deans of College Men and College Women. The provision in the main recitation building of convenient and well appointed offices for the Dean and Assistant Dean of College Women also belongs to the administrative advances of the year. Better provision in the same building should undoubtedly be made for the Dean of College Men, as well as for a Faculty waiting and conference room.

In this connection it may be mentioned that at the beginning of the present college year, in view of the growing numbers of the Faculty, the President brought together the entire teaching body for the discussion of the general principles and aims of the College, concerning which it was desirable that there should be clear understanding. With the growth of the College, it is undoubtedly increasingly difficult to keep the desired unity and coöperation in the teaching and administrative body. The President aimed to point out that this greatly desired unity and coöperation do not mean in any case monotonous identity; for there must necessarily be differences in temperament and point of view; and a true or-

ganic unity, it is to be recognized, involves differences and requires the individual function and contribution. Our whole democratic policy, so far as it concerns the Faculty, too, is based upon this idea of the indispensable value of the honest individual reaction and contribution of each member of the Faculty. And under our by-laws all permanent Professors and Associate Professors, through the Councils, really have opportunity to share in decisions as to appointments and budget. This very fact should insure more consistent, wise, and well balanced growth; and it should especially make possible the avoidance of narrow departmental jealousies, from which on the whole the Oberlin Faculty have been singularly free. At the same time, it is to be recognized that such universal participation in determining the policies and development of the College in its personnel, proportionate expenditure, and methods, especially requires earnest, honest loyalty, while Faculty action in any given matter holds. That the College may preserve a reasonable individuality and fulfil its inherited trust, the coöperation of the Faculty is especially needed in maintaining, in the way best suited to present conditions, the great inherited ideals of the College.

In the direction of still further helping to solve this administrative problem of the hearty unity and coöperation of all teachers and officers and of increased *esprit de corps* in the different faculties, at the request of the Director of the Conservatory, the President also discussed with the Conservatory Faculty *the relation of the Conservatory to the rest of the College*—emphasizing the closeness and value of that relation under the by-laws of the College—and the largeness of the place and opportunity of the Oberlin Conservatory of Music. The chance of a department to live in the larger life of the whole College and to share in the shaping of the policies that determine the conditions for all students, is an opportunity not lightly to be set aside. Moreover, the facing and discussing of problems a little wider than those pertaining to one's own special work can hardly help re-acting to advantage on one's own specific employment. On the other

hand, the Conservatory teachers naturally have the power of bringing to bear upon our general problems a quite different point of view that ought to be of distinct advantage to the entire institution, and the Conservatory Faculty should naturally, thus, have a share in making the general regulations of the College better serve the entire body of students, including particularly the Conservatory students. The work of the Conservatory is naturally so different from the work of the other departments of the College that it is not strange that the Conservatory interests often seem to stand quite by themselves; and yet it ought not to be forgotten that it would not be possible to furnish the kind of life for the Conservatory students that they ought to have without the general arrangements of the whole college life, and the Conservatory Faculty may be reasonably asked, therefore, to take a considerable share of responsibility for the plans made for the life of the students, since their own students constitute no small part of the entire student body.

As to the *place and opportunity of the Oberlin Conservatory of Music*, its unique college admission requirement, that now makes the Conservatory a school of full college rank, naturally calls for still more study of educational methods and of all those means by which the life of the Conservatory student can be made more significant and valuable. The Oberlin Conservatory, in consequence of its own standards and its relation to Oberlin College, ought probably to be able to offer a more satisfactory and adequate musical education than any school of music in the country. It ought also plainly to be counting more and more in determining the standards and ideals of musical education in the country, and the reports of the Director and of the Conservatory teachers should have, increasingly, suggestions of methods and means that would be helpful in the whole field of musical education.

The work of the Conservatory Faculty as teachers of music is much of it naturally so individual, that the organized activities of the Conservatory Faculty as such are likely to

be neglected. The æsthetic temperament itself also tends in the same direction. But in spite of this tendency, even a musical faculty cannot afford not to use to the full its entire machinery of Faculty, Council, and Committee. For the Conservatory needs, deserves, and should get the value of the best thought, experience, and observation of every member of its teaching body. The best results in no Faculty can be obtained by members of the Faculty simply waiving their own opinion in supposed deference to the opinions of the President or of the Head of the Department involved. Only regular Committee, Faculty, and Council meetings with the fullest and frankest discussion can secure the full contribution of the Conservatory Faculty not only for the work of that department but for the entire College. The Conservatory contributes to the College directly much music of high quality, and,—what is perhaps not less important,—in its musical emphasis, it is furnishing for the entire institution a valuable æsthetic interest that can be enjoyed side by side with other more strenuous interests of various kinds. And in bringing all the students to some knowledge and intelligent appreciation of the best music, and in giving the special courses in the History and Appreciation of Music, it is making a contribution peculiarly needed by the untrained American student whose æsthetic needs have seldom been in any way adequately met. Moreover, the specialized æsthetic training and culture of the Conservatory Faculty should make available for the entire College an important view-point that would be likely otherwise to be neglected.

The Conservatory Faculty were asked, therefore, to remember that they were not simply an isolated school of music, but a musical department in a great college, with a much larger and richer life just on that account. And its Faculty may well be urged not to forget this organic relation to the whole, but to see and feel the full opportunity and responsibility involved in that relation, and so to take their own share in this larger life to which the Conservatory belongs. When

the President thinks what it would mean to withdraw from our Oberlin community simply the personalities included in the Conservatory Faculty, he sees how much poorer the entire life of the College community would be, and yet he often feels that we are not beginning to get the full contribution of those personalities in their reflection in the life of the College as a whole. To help a little to secure this closer mutual helpfulness of College and Conservatory, the President is undertaking, the present year, to be present regularly at the meetings of the Conservatory Faculty, and so to get some better insight into the peculiar problems of that department as well as to bring any assistance that may be brought from the experience of the other departments of the College.

The problem of administration at Oberlin has always been conceived to involve as well such discussions with the entire student body from time to time as should secure the intelligent coöperation of students and Faculty in the maintenance of the ideals of the College, and in the preservation of the most wholesome life in the student body. To this end, during the year under review, the President has added to the earlier discussions of "The College and Democracy," a series of chapel addresses on "The College and the New Puritanism" that were intended to put the student face to face with the pressing questions of the day, especially the need of greater self-discipline and regard for law. The wider bearings of the tobacco regulation of the College were also discussed in two or three addresses on "Tobacco and Efficiency." As was said in last year's report, the chapel service is necessarily one of the main responsibilities of the President, for it gives one of the largest opportunities for unifying the College life. And it has seemed important, therefore, to discuss there in brief addresses many aspects of student life and work, and to keep the vision of us all open to the larger and more significant movements of our times. To accomplish this, not only has use been made of the monthly lectures for bringing in those who could speak with special authority on great themes,

but opportunity has been taken to bring in many speakers from outside the College for brief but enlightening addresses. The present year, for example, has brought us such addresses from Mr. John R. Mott, from Dr. G. J. Johnston Ross, Rev. Mr. Robbins of the Philippines, Miss Ruth Rouse, Traveling Secretary among Women Students for the World's Student Christian Federation, Dr. Arthur Smith of China, Dr. Patton of the American Board, Dean Russell of the Teachers' College of Columbia University, Dr. Warren H. Wilson, and many others.

The *teaching* of the President for the year under review continued as last year, involving a two-hour course through the year with the College Seniors in Present-Day Problems in Morals and Religion, a two-hour course in Theological Introduction with members of the Middle Class in the Theological Seminary, and a three-hour advanced course in Theology, Critical and Constructive, with the Theological Seniors. The plan of dividing the theological instruction between the Middle and Senior year, instead of confining it entirely to the Senior year, has seemed to work advantageously. Seven hours of teaching, in addition to the heavy work undertaken in connection with other sides of the President's activities, are probably rather too many; but it has seemed distinctly desirable that the President should keep some connection with the direct work of teaching, and it has not seemed possible to cut down the amount of teaching to be undertaken at just these points. It would be quite impossible to carry the teaching in connection with the necessary absences from Oberlin, were it not for the competent help of Mr. Bohn, who works in close conjunction with the President in this teaching and keeps the classes going without break, in the President's absence, and as planned by him.

Few tasks are so difficult, in connection with that part of the *outside representation* of the College which it belongs to the President to undertake, as the task of determining the proper limits of this work. It is obvious that a good deal of

it cannot be avoided. The aim of course is to choose among these various outside invitations those that in general seem most significant for the College, or are in themselves of special importance. Appointments of less significance are often connected up with those of first importance, or taken on in journeys that have to do with some special College business. The addresses for the year are almost too numerous, and fall into the usual classes: addresses before alumni gatherings; lectures, sermons, and addresses before the student bodies of various educational institutions; miscellaneous addresses, educational and missionary; addresses on special occasions of religious character; addresses incident to the work of the year in the College Chapel and elsewhere; and the President's Sunday morning Bible class. Two regular courses in Theological Introduction and Christian Ethics were taught during the First Term of the Summer Quarter of the University of Chicago. A complete list of these appointments appears in a later section of this report, with those of the other members of the Faculty. The President's *publications* are similarly noted later.

The *financial work* of the President for the year under review has been done, as always, in close coöperation with the work of the Assistant to the President. The results of that combined work have already been discussed in an earlier section of this report.

The plans for the social life of the College, so far as they concern the President's house, have gone forward in the year under review along much the same lines as in recent years, and have included the entertainment at dinner in connection with Dean Cole, Dean Miller, Professor Hutchins, and Dean Fitch, of all the members of the Freshman class, in groups. At luncheons or dinners given in honor of special guests of the College, it has been possible also to have present in the course of the year all the men of the Faculty at least once.

IV. FACULTY

Faculty Changes

The various changes which have occurred in the Faculty during the year covered by this report are here presented:

RETIREMENT ON CARNEGIE FOUNDATION ALLOWANCE,
AS PROFESSOR EMERITUS

College of Arts and Sciences

Frank Fanning Jewett, Professor of Chemistry and Mineralogy.

CHANGE OF TITLE

College of Arts and Sciences

Miss Eva May Oakes, Associate Professor of Drawing and Painting, to have the added title of Director of the Teachers' Course in Art Education.

ENTERING WORK AFTER LEAVE OF ABSENCE

College of Arts and Sciences

John Roaf Wightman, Professor of the Romance Languages and Literatures, after one year's absence for travel and study in Europe.

Robert Archibald Jelliffe, Associate Professor of English, after one year's absence for study in Harvard University.

Theological Seminary

Edward Increase Bosworth, Senior Dean and Professor of New Testament Language and Literature, after one year's absence for travel and study.

Louis Francis Miskovsky, Principal of the Slavic Department and Professor of the Bohemian Language, after one year's absence for study and travel in Europe.

University

Azariah Smith Root, Librarian and Professor of Bibliography, after a semester's absence for study and travel in Europe.

Miss Delphine Hanna, Director of the Women's Gymnasium and Professor of Physical Training, after one year's absence for travel and study.

LEAVE OF ABSENCE

College of Arts and Sciences

Maynard Mayo Metcalf, Professor of Zoölogy, for the second semester, 1912-13.

Miss Ethel May Kitch, Instructor in Philosophy and Psychology, for two years, for further study; to become Associate Professor of Philosophy upon her return.

Conservatory of Music

Friedrich Johann Lehmann, Professor of Harmony and Counterpoint, for one year, for study and travel in Europe.

University

Fred Eugene Leonard, Director of the Men's Gymnasium, Professor of Physiology and Physical Training, for one year, for study and travel.

RESIGNATIONS AND END OF TERM OF SERVICE

College of Arts and Sciences

George Harrison Durand, Associate Professor of English, after one year of service, filling vacancy caused by Professor Jelliffe's absence.

George Pullen Jackson, Instructor in German, after two years of service.

William Sheffield Ament, Instructor in English, after two years of service.

Lawrence Howland MacDaniels, Student Assistant in the Botanical Laboratory, after one semester of service.

Miss Edith Harriet Crockett, Student Assistant in the Botanical Laboratory, after one year of service.

Joseph Peter Connolly, Student Assistant in the Geological Laboratory, after one year of service.

Charles William Honess, Student Assistant in the Geological Laboratory, after one year of service.

Theological Seminary

Emanuel John Kallina, Acting Principal of the Slavic Department, filling the vacancy caused by the leave of absence of Professor Louis F. Miskovsky.

Conservatory of Music

Walter Peck Stanley, Associate Professor of Piano-forte, after six years of service.

John Doane, Jr., Instructor in Organ, after two years of service, for study abroad.

Miss Annie Prindle Kellogg, Secretary of the Conservatory, after two years of service. (Service terminated Jan. 1, 1912.)

Academy

Miss Hope Vincent, Tutor in English, filling the vacancy for the fall term caused by the illness of Miss Brownback.

Otis Freeman Curtis, Tutor in Botany and Zoölogy, after one year of service.

Alfred Grant Walton, Teacher of Declamation, after one year of service.

Ossian Clinton Bird, Director of Academy Athletics, after one year of service.

Clayton Henry Houts, Tutor in Mathematics and Physics, after one year of service.

University

Miss Faith Weld Tenney, Instructor in Physical Training, after two years of service.

John Herbert Nichols, Instructor in Physical Training, and Athletic Coach, after one year of service.

Mrs. Nettie Ritzenthaler Kellogg, Stenographer in the President's office, after four years of service.

Mrs. Phoebe Crafts Brand, Assistant in the College Library, after a partial year's service. (Service terminated Jan. 1, 1912.)

Arthur Franklin Baker, Student Teacher in the Men's Gymnasium, after two years of service.

PROMOTIONS

College of Arts and Sciences

George David Hubbard, Acting Professor of Geology, to be Professor of Geology, permanent appointment.

Miss Mary Emily Sinclair, Associate Professor of Mathematics, permanent appointment.

William Henry Chapin, Associate Professor of Chemistry, permanent appointment.

Russell Parsons Jameson, Associate Professor of the Romance Languages, permanent appointment.

Edward James Moore, Associate Professor of Physics, permanent appointment.

Francis Easton Carr, Instructor in Mathematics, permanent appointment.

Miss Esther Cochran Ward, Instructor in English, permanent appointment.

Gordon Adams Clapp, Assistant in Zoölogy, to be Instructor in Zoölogy, for one year.

Conservatory of Music

Orville Alvin Lindquist, Associate Professor of Piano-forte, to be Professor of Pianoforte. Permanent appointment.

Karl Wilson Gehrkins, Instructor in Normal Courses in Public School Music, to be Associate Professor of Public School Music.

University

Miss Mary L. Fowler, Stenographer in the President's office, permanent appointment.

REAPPOINTMENTS

College of Arts and Sciences

Robert Archibald Jelliffe, Associate Professor of English, for one year, to complete term of service originally planned, but interrupted by leave of absence.

Miss Mary Megie Belden, Instructor in English, for two years.

Mrs. Ellen Birdseye Hatch, Instructor in Physical Training, for one year.

Miss Hermine Caroline Stueven, Instructor in German, for two years.

Earl Augustus Aldrich, Instructor in English, for one year.

Mrs. Ellen Guthrie Nuse, Instructor in Drawing and Painting, for one year.

Miss Elizabeth May Adams, Instructor in French, for one year.

Henry Herbert Armstrong, Instructor in Latin and Greek, for one year.

Louis Theadore Anderegg, Assistant in Chemistry, for one year.

Miss Grace Ella Nickerson, Assistant in the office of the Dean of the College, for one year.

Conservatory of Music

Mrs. Florence Jenney Clancy, Instructor in Singing, for one year, part work.

Academy

Mrs. Alice Mead Swing, Tutor in German, part work, for one year.

Mrs. Mary Taylor Cowdery, Tutor in French, for one year.

Mrs. Antoinette Beard Harroun, Tutor in German, for one year.

Robert Eugene Cushman, Tutor in History, for one year; to have charge also of the work in Debate.

Miss Rachel Coss, Tutor in English, for one year.

University

Miss Helen Finney Cochran, Associate Professor of Physical Training and Acting Director of the Women's Gymnasium, for one year.

Mrs. Miriam T. Runyon, Instructor in Anatomy, for one year.

John Ebenezer Wirkler, Assistant to the Secretary of the College, for one year, with the rank of Instructor in the College Faculty, with a view to permanency.

Glen Carlton Gray, Instructor in Physical Training and Athletic Coach, for one year.

Miss Mary Theodosia Currier, Reference Librarian, for one year.

Miss Mary Jean Fraser, Assistant in the Library, for one year.

Miss Hattie Maud Henderson, Assistant in the Library, for one year.

Miss Edith Malvina Thatcher, Assistant in the Library, for one year.

Miss Elizabeth Winifred Marcy, Assistant in the Library, for one year.

Miss Narine Grace Barnum, Stenographer in the Librarian's office, for one year.

Miss Mary Zoe Matthews, Stenographer and Clerk in the office of the Treasurer, for one year. (Change of title)

Mrs. Mary P. B. Hill Wright, Custodian of the Olney Art Collection, for one year.

Miss Mary Irene Dick, Teacher of Physical Training, for one year.

NEW APPOINTMENTS

College of Arts and Sciences

Alan W. C. Menzies, Professor of Chemistry, permanent appointment.

George Ross Maurice Wells, Instructor in Psychology, for one year.

Carl Conrad W. Nicol, Instructor in Philosophy, for one year.

Miss Edith Scott Gray, Teaching Assistant in Economics, part time.

Miss Lucy Marguerite Weeks, Student Assistant in the Botanical Laboratory, for one year.

Lloyd Henry Mattson, Student Assistant in the Geological Laboratory, for one year.

Edgar Paul Rothrock, Student Assistant in the Geological Laboratory, for one year.

Conservatory of Music

George Sherman Dickinson, Instructor in Harmony, for one year.

Victor Vaughn Lytle, Instructor in Harmony and Reader in History of Music, part work, for one year.

Academy

John Hall Kellogg, Tutor in Mathematics, for one year.

University

Thomas Nelson Metcalf, Instructor in Physical Training and Athletic Coach, for one year.

Miss Mabel Carolyn Eldred, Instructor in Physical Training, part work, for one year.

Miss Helen Martin, Assistant in the Library, for one year.

Charles Butler Harrison, Student Teacher in the Men's Gymnasium, for one year.

In addition to these changes voted by the Trustees, the following were authorized by the Prudential Committee acting for the Trustees *ad interim*:

LEAVE OF ABSENCE

University

Charles Whiting Williams, Assistant to the President, for six months, beginning November 1, with the

option of extending the leave of absence to one year if he so desires, to allow him to undertake the work of federating all the charitable interests of the city of Cleveland. (October 3, 1912.)

Academy

Miss Rose Maritta Thompson, Instructor in English, for one year. (July 25, 1912.)

NEW APPOINTMENTS

College of Arts and Sciences

Mr. Harry Conrad Thurnau, Associate Professor of German, for two years. (June 22, 1912.)

Mr. William McIntosh, Student Assistant in the Geological Laboratory, for one year. (June 22, 1912.)

Mr. Amos Reno Morris, Instructor in English Composition, for one year. (July 25, 1912.)

Academy

Mr. Roy Vernon Hill, Secretary of Oberlin Academy, for one year. (July 22, 1912.)

Mr. Charles Henderson Detling, Tutor in Botany and Zoölogy, for one year. (June 22, 1912.)

Miss Laura Magdalena Anderegg, Tutor in Mathematics, for one year. (July 25, 1912.)

Mr. Philip Henry Bridenbaugh, Tutor in Mathematics and Director of Academy Athletics, for one year. (September 4, 1912.)

University

Miss Rilla Veronica Jacobs, Stenographer for the Director of the Conservatory, for one year, part work. (July 25, 1912.)

Mr. Roy Cleveland Nuse, Instructor in Drawing and Design, for one year. (August 2, 1912.)

Mr. Doren Edwin Lyon, Mechanician, for one year. (July 25, 1912.)

Miss Margaret Portia Mickey, Stenographer in the President's Office, for one year. (October 3, 1912.)

The College releases from active service with genuine reluctance Professor Frank Fanning Jewett after thirty-two years of most successful service as head of the Chemical Department and Professor of Chemistry and Mineralogy. Professor Jewett has reached the age limit as fixed by the rule of

the Board, and thus retires on recommendation of the College on the Carnegie Foundation as Professor Emeritus of Oberlin College.

In the foregoing list the *leaves of absence* simply indicate the continuance of the previous policy of the College in this matter. The special leave of absence granted to the Assistant to the President has already been explained.

The *resignations* for the most part are for further study. Professor Durand resigned to return to Yankton College as Vice President, and Professor Stanley has gone to the headship of the Department of Music of Shorter College, at Rome, Georgia. Mr. Ament has accepted an appointment as Instructor in English at Pomona College, Claremont, California.

The *promotions and reappointments* are in general in line with the regular procedure of the College, and are thoroughly justified. The College of Arts and Sciences is to be congratulated in adding to its permanent force so strong a list of teachers as Professors Hubbard, Sinclair, Chapin, Jameson, and Moore, and Instructors Carr and Ward; and in the appointment of Professors Lindquist and Gehrken the Conservatory is only properly recognizing successful previous work.

Of the *new appointments* special comment may appropriately be confined to those of professorial and instructor rank. Dr. Alan W. C. Menzies graduated from the University of Edinburgh in 1897, with the degree of A.M., and received from the same university the degree of ScB. in 1898. He was a graduate student in Leipsic in 1898, in Aberdeen in 1902-03, and in the University of Chicago in 1908-09. From the last named institution he received the degree of Ph.D. in 1910. He was Assistant Professor of Chemistry in Heriot-Watt College, Edinburgh, from 1898 to 1901, and Professor of Chemistry in St. Mungo's College, Glasgow, from 1902 to 1908. Besides holding these positions he was Vans Dunlop Scholar in the University of Edinburgh from 1898 to 1901,

Research Fellow in the Davy Faraday Laboratory, London, in the year 1901-02, and Organizer and Director of Summer School Courses for Science Teachers under the Department of Agricultural and Technical Instruction for Ireland from 1905 to 1908. In the University of Chicago he was Research Associate in the year 1908-09, Instructor in Chemistry from 1909 to 1911, and Assistant Professor of Chemistry during 1911-12. He is a member of the American Chemical Society and the London Chemical Society, and Fellow of the Royal Society of Edinburgh. He has published numerous articles on scientific subjects in American and foreign journals. Dr. Menzies brings a training of unusual thoroughness and breadth to his new work, and he has been no less successful as teacher than as scholar.

Dr. Harry Conrad Thurnau graduated from the University of Michigan in the class of 1899, and received from the same University the degree of A.M. in 1903 and Ph.D. in 1909. For three years after graduation he was teacher of Latin and Greek in the high school at Charlotte, Michigan. After a year of graduate study at the University he taught German two years in the Central High School at St. Louis, Missouri. Four years of work as graduate student and instructor in German in Michigan followed, at the end of which he took his doctor's degree and went for a year of travel and study abroad. For the past two years he has been instructor in German in the University of Michigan.

Mr. George Ross Maurice Wells graduated from McMaster University, affiliated with the University of Toronto, in the class of 1906 with the degree A.B. Since his graduation he has studied theology in Newton Theological Institute (1906-08), and at Harvard University (1909) where he secured the degree A.M. He served in various ministerial positions during his stay at Harvard and Johns Hopkins. Since turning his attention more particularly to Philosophy he has studied in Johns Hopkins University, from 1909 to 1912, and will receive from that university the degree

of Ph.D. at the next Commencement. He has been an assistant in the psychological laboratory there through the present year.

Mr. Amos Reno Morris holds the degrees of A.B. and A.M. from Ohio State University, where he received the first degree in 1907 and the second in 1912. He was a graduate student in the University in 1907-08 and in 1911-12, holding in the latter year the Fellowship in English, with charge of some sections of the class in Freshman composition. His experience as a teacher includes also one year in the high school at Canal Winchester, Ohio, and three years as Superintendent of Schools at Kirtland, Ohio.

Mr. Carl Conrad W. Nicol is a graduate of Oberlin College in the Class of 1911. Through the past year he was Graduate Scholar in the departments of Philosophy and Psychology, doing work for which he received the degree of A.M. at the last Commencement. Along with his study he assisted in the work of the departments in which he studied, and was also a teacher of the same subjects in the Oberlin Kindergarten Training School. He is to fill the vacancy caused by the absence on leave of Miss Kitch.

Mr. Thomas Nelson Metcalf graduated from the College of Arts and Sciences the past year with the degrees of A.B. and A.M. He has also completed the Teachers' Course in Physical Training, and been prominent in athletics throughout his course. He is well fitted to assist in carrying on the plan of Faculty coaching upon which the College entered last year.

Miss Mabel Carolyn Eldred graduated from the College and the Teachers' Course in Physical Training in 1909. Since her graduation she has been engaged in successful work as a Physical Director with the Young Women's Christian Association.

The appointment of Mr. George Sherman Dickinson as Instructor in Harmony in the Conservatory of Music brings

back a graduate of the College and the Conservatory, and a successful teacher of the year 1910-11. In his year of absence Mr. Dickinson held a scholarship in Music at Harvard University.

Mr. Victor Vaughn Lytle is a member of last year's graduating class of the Conservatory of Music. The quality of his work as a student gives ample guarantee of his fitness for the position to which he has been appointed.

Organization

The problems of the organization of the Faculty have already been considered in the discussion of the report of the Dean of the College and of the administrative side of the President's work, and require, therefore, no extended comment at this point. The attempt in the organization of the Faculty Committees is to distribute among the members of the Faculty as wisely and fairly as possible this kind of work, and considerable study has been given through the Efficiency Committees to this better distribution of committee work and to improving the quality of the service here rendered. The routine work of the Committees of the Faculty in the College of Arts and Sciences has been reduced, as was anticipated, by action taken by the Faculty transferring much of this routine directly to the office of the Dean of that department. The full organization of the Faculty for the coming year is once more shown in its list of officers and standing committees printed in the earlier pages of this report. It should be remembered that the fact of such careful committee organization does not mean that men are ordinarily greatly loaded with committee work, but rather prevents the overloading of a few individuals that is sure to result where the committee organization is not carefully studied, and at the same time insures, almost incidentally, that the thought of all members of the Faculty shall be somewhat enlisted in these general faculty problems.

Important Official Actions

The continued discussion by the College Faculty of the reports of the Efficiency Committees has kept for the year the work of that department rather in the foreground, and has involved probably somewhat less attention to the problems of the General Faculty. An index to the Faculty minutes such as is planned by Secretary Jones, would undoubtedly prove helpful in making the past experience and actions of the Faculty readily available for present use. Some of the more important of the actions of the General Faculty are touched upon in other connections in this report, and need not be here mentioned.

Upon recommendation of the Committee on Outside Representation, a careful plan was adopted providing for a more equitable distribution of the work of outside representation among the members of the Faculty, and encouraging the attendance of larger numbers of the Faculty at the national meetings in which their several departments are concerned.

A special Committee was appointed to study the whole question of the relation of the College to the town, and to make any recommendations that the Committee might feel would be helpful in securing the most cordial relations between town and College.

In line with the general work on College Efficiency, the General Faculty appointed a committee to study the whole question of the relation of the College Officers, Trustees, Faculty, Alumni, and Students to the conduct of the work of the College in its several phases. This Committee has given careful study to the problem, and their report is still under discussion.

Considerable time was given to the discussion of the general group plan as recommended by Mr. Gilbert, and to the location of various individual buildings.

Arrangements were completed for the acceptance and use of the two fellowships for the coming year offered by the Alumni Magazine and the Aelioian Society. The con-

ditions under which these fellowships were to be given were carefully formulated. Arrangements were made through Professor Hubbard for an exhibition through the month of April of maps and geographical atlases belonging to the American Geographical Society. The Faculty also voted that the College should coöperate in the Biological Survey of Ohio, as proposed by the members of the Ohio Academy of Science.

Outside Work and Lectures

The President and various members of the Faculty have during the year both officially and unofficially represented the College in wide and varied forms of usefulness outside of the regular work of the College.

KING, PRESIDENT HENRY C.

Lectures, sermons, or addresses at educational institutions (in chronological order): Wittenberg College; the Soldan High School, St. Louis; the College for Women, Cleveland; Lafayette High School, Buffalo; Case School of Applied Science; Adelbert College; Educational Department of the Cleveland Y. M. C. A.; University of Wooster; Winona State Normal School; Carleton College; Trier Township High School, Wilmette, Ill.; Knox College—an address, at the dedication of the Davis Science Building; Princeton University—as University Preacher; Kansas State University—ten addresses, including five lectures before the Kansas University Institute of Religious Education; Washburn College, Topeka, Kan.; Olivet College, Olivet, Mich.; the Mississippi Women's Industrial Institute and College, Columbus, Miss.—three addresses in connection with the District Y. W. C. A. Conference; Franklin Academy, Columbus, Miss.; Mississippi Agricultural and Mechanical Arts College; the Normal Training School, Glenville High School, and South High School, Cleveland; Mount Holyoke College—Phi Beta Kappa address; Smith College; Northfield Seminary; Amherst College; Mount Ida School, Newton, Mass.; Y. W. C. A. Training School, New York City; Wesleyan Female College, Macon, Ga.—Commencement address; Meadville Theological Seminary—the Adin Ballou Lecture and Commencement address; Wells College, Aurora-on-Cayuga, N. Y.—Baccalaureate Sermon; Hamilton, O., High School—

Commencement address; Wellington, O., High School—Commencement address; University of Chicago—ten addresses, including service as University Preacher for two Sundays, four general lectures and the Convocation address for the summer quarter; Chicago School of Civics and Philanthropy; Defiance College, Defiance, O.

Miscellaneous addresses, educational, missionary: before the Women's Board of Missions for Ohio, at Oberlin; Toledo Sorosis; St. Louis Contemporary Club; Lorain Chamber of Commerce; Y. W. C. A. District Convention of Ohio and West Virginia, at Toledo; Eastern Synod of the Reformed Church of the United States, at Philadelphia; Cleveland Federation of Women's Clubs; the Elyria Chamber of Commerce; Epworth Memorial Methodist Church Club, Cleveland; Cleveland Advertising Club; Huron County Ministers' Association; Brotherhood of the First Methodist Church, at Oberlin; Oberlin Business College Assembly; Wimodausian Club, Cleveland; Springfield, O., Woman's Club; Toledo Teachers' Association; Minnesota Y. M. C. A. State Convention—four addresses; Federated Men's Church Clubs, Minneapolis; St. Paul Ministers' Meeting; Congregational Club of the Twin Cities, at Minneapolis; Ohio State Kindergarten Association, at Oberlin; Adult Bible Class Rally, at Youngstown, O.; Oberlin Board of Commerce; "The World in Cincinnati"—opening address; Ministers' Union of Lansing, Mich.; Lansing Congregational Association; Union meeting of Lansing churches; Women's University Club, of Grand Rapids, Mich.; Council Educational Alliance, Cleveland; Miles Park Library, Cleveland; Northern Ohio Volunteer Band, at Mount Union College, Alliance, O.; Chicago Baptist Ministers' Conference; Chicago Women's Club; Oberlin Summer School.

Addresses on special religious occasions: at the installations of Rev. Mr. Pierce and of Rev. Mr. Spence at Oberlin; a sermon at the dedication of the Glenville Church, Cleveland, and of the Pilgrim Congregational Church, Buffalo, and at the Tenth Anniversary of North Congregational Church, Cleveland; sermons at the First Congregational Church of Lorain, O.; First Congregational Church of Buffalo, N. Y.; First Congregational Church of Ann Arbor, Mich.; Peoples Church of St. Paul, Minn.; Congregational Church, Olivet, Mich.; First Congregational Church of Oak Park, Ill.; the Austin Methodist Episcopal Church, Chicago; as well as at the First and Second Congregational Churches of

Oberlin; addresses before the Lorain Y. M. C. A., at the Dayton Y. M. C. A., the Philadelphia Society, Princeton University, the Y. M. C. A. Conference at Lake Geneva, Wis., the Y. W. C. A. Conference at Lake Geneva, the University of Chicago Student Volunteers; three addresses at the Bay View Summer Assembly; nine lectures at the Frankfort Summer Assembly, Frankfort, Mich. To these should be added the Theological and College Baccalaureate Sermons at Oberlin.

Addresses at alumni gatherings: Dayton, O., Minneapolis, Kansas City, Chicago, and at Boston, and the General Review of the Year at the general alumni meeting at Commencement.

Addresses in connection with the work of the College here at Oberlin.

The President's Sunday morning Bible Class.

Two regular courses in Theological Introduction and Christian Ethics were taught during the First Term of the Summer Quarter of the University of Chicago.

ADAMS, PROFESSOR CHARLES H.

In charge of the music at the Bay View Summer University, associated with Professor Breckenridge, Mrs. Adams, Professor Heacox, and Mrs. Miller.

Elected Director of the Musical Art Society of Elyria for the coming year.

ADAMS, ASSOCIATE PROFESSOR EARL F.

Visited during the winter and spring months twenty-five high schools in the vicinity, giving short addresses at most of these schools.

ALDERFER, ASSOCIATE PROFESSOR JACOB F.

Director of Music and Organist in the Christian Church of Elyria.

ANDEREGG, PROFESSOR FREDERICK

Attendance on two meetings of the American Mathematical Society, one in Chicago and one in Philadelphia, and the Fifth International Mathematicians' Congress at Cambridge, England.

ANDREWS, PROFESSOR GEORGE W.

Organ recitals at Galesburg, Ill. (Knox College Conservatory of Music); Elyria, Ohio; Coffeyville, Emporia, and Newton,

Kan.; St. Louis, Mo. (Oberlin Alumni Association); Youngstown, O.; Huntington, W. Va.; and Grand Forks, N. D.
Director of the Conservatory Orchestra.

BELDEN, MISS MARY M.

An address, "The Drama" (The College Club of Youngstown).

BOHN, MR. W. FREDERICK

Sermons and addresses in various nearby cities, including a high school commencement address at Seville, O., and an address before the Men's Brotherhood at Medina, O.
Attended the National Convention of the Religious Education Association at St. Louis, in March.

BRECKENRIDGE, PROFESSOR WILLIAM K.

With Professors Kohler and Goerner gave a program at the Annual Meeting of the Ohio State Teachers' Association in Columbus, in July.
Organist at First Church, Oberlin.

BUDINGTON, ASSOCIATE PROFESSOR ROBERT A.

Three lectures on scientific subjects at Ridgeville, Ohio, and seven lectures at the Marine Laboratory at Woods Hole, Mass.; a paper, "The Influence of Magnesium Salts on the Fertilizing Potentiality of Spermatozoa" (American Society of Zoölogists at Princeton, N. J.)

CAIRNS, ASSOCIATE PROFESSOR WILLIAM D.

Seven addresses "The Teaching of Elementary Mathematics" (The Miami County Teachers' Association).

DOANE, INSTRUCTOR JOHN

Organist in the Euclid Avenue Church of Christ, Cleveland.

FISKE, PROFESSOR G. WALTER

Courses of lectures on various phases of Practical Theology, at the Mid-West College Conference at Lake Geneva, Wis.; the Inter-Church Federation of Kansas City, Mo.; the New York State College of Agriculture at Cornell University; the summer training school of the Young Men's Christian Association, at Lake Geneva, Wis.; the Canadian Institute at Lake Couchiching, Ont.; the eastern city conference of the Young Women's Christian Association, Silver Bay, Lake George, N. Y.; also the eastern Y. M. C. A. Institute at the

same place; the School of Missions, Hartford Theological Seminary; the Y. M. C. A. at Columbus; and the Lake County Y. M. C. A. at Painesville.

Single lectures or addresses were given at London, Ont.; National Convention of Congregational Brotherhood, Chicago; Ohio Presbyterian Brotherhood convention, at Warren; Hillsdale College, Mich.; Park College, Mo.; Chicago Theological Seminary; Rural Life Conference, New York City; the Cleveland Ministers' Union; the Richmond, Va., Y. M. C. A.; Lorain County Association at Elyria; Medina Association of Congregational Churches at Wellington; the Buffalo Y. M. C. A.

Series of addresses at the Cook County Sunday School Convention, Chicago, Ill., and the Guernsey County Convention, Cambridge; the meetings of the Men and Religion Forward movement at Steubenville, Columbus, Ann Arbor, and Hillsdale County, Mich., and elsewhere; Virginia Older Boys' Conference at Richmond.

Sermons preached at London, Ont., Ann Arbor, Mich., Norwalk, Oberlin, Elyria, Lakewood, Steubenville, and elsewhere.

Service on Commissions of the Men and Religion Forward Movement and the International Sunday School Association.

FITCH, DEAN FLORENCE M.

The Anniversary Address before the Christian Associations, Hiram College (Hiram College Commencement).

Attendance at the convention of the Association of Collegiate Alumnae held in New York City in October, and the Conferences of the Deans of Women and Representatives of Appointment Bureaus in connection with the same meeting.

FULLERTON, PROFESSOR KEMPER

The Theological Seminary Opening Address.

GEHRKENS, ASSOCIATE PROFESSOR KARL W.

Addresses, "The Relation of Psychology to Music Teaching" (Music Supervisors' National Conference in St. Louis), and "Normal School Music" (Ohio State Music Teachers' Association).

Vice-president of the Ohio State Music Teachers' Association, and chairman of the Public School Section.

GEISER, PROFESSOR KARL F.

A paper on "The Western Reserve in the Anti-Slavery Movement, 1840-1860" (the Mississippi Valley Historical Association at Bloomington, Ind.)

Attendance on the National Conference of the American Political Science Association at Buffalo, and the Mississippi Valley Historical Association at Bloomington, Ind.

GROVER, PROFESSOR FREDERICK O.

A paper on "The High School Study of Thalophytes" (the Association of Ohio Teachers of Mathematics and Science at Columbus).

An address before the College Women's Association of Toledo in the Toledo Art Museum, on "Art Knowledge, Art Expression, and Art Appreciation."

Attendance on the meetings of the American Association for the Advancement of Science, and of the Botanical Society of American and Affiliated Societies, at Washington, D. C., and the meeting of the Ohio Academy of Science at Columbus, and of the Association of Ohio Teachers of Mathematics and Science at Columbus.

HARROUN, PROFESSOR HERBERT

Concert work in Elyria and Lorain, with occasional singing in Cleveland, Elyria, and Lorain Churches.

HORNER, PROFESSOR WILLIAM J.

Director of the Choir of the Methodist Episcopal Church of Oberlin.

HUBBARD, PROFESSOR GEORGE D.

Paper before the Ohio State Teachers' Association on "Secondary School Geography."

HUTCHINS, PROFESSOR WILLIAM J.

Sermons and addresses among which may be noted the following: before the Student Volunteers of Northern Ohio, at Alliance; before the Y. M. C. A. of the University of Michigan; before the Men's Union meeting at Bellevue; at the High School Commencements of Burton and Chardon, and Painesville; and before the American Missionary Association, Chicago; at Ann Arbor, Michigan; Cleveland, and Oberlin, Ohio.

Lectures and addresses at the Conference of the Y. W. C. A. for the Southeast at Monte Ne, Arkansas, and at the Y. M. C. A. Conferences at Lake Geneva and Silver Bay; and before the State Student Y. M. C. A. of Kentucky.

JAMESON, ASSOCIATE PROFESSOR RUSSELL P.

A paper, "Some Cultural Aspects of Modern Nature Study"
(The Modern Language Association of Ohio, in November).

JONES, ASSOCIATE PROFESSOR LYND S.

Annual Lecture before the Ohio State Teachers' Association.

Five educational addresses in Florence Township.

President of the Birmingham School Board, and of the Birmingham Improvement Company.

KIMBALL, PROFESSOR ARTHUR S.

Director of Music in the Second Congregational Church of Oberlin.

LEONARD, DR. FRED E.

A Paper on "The Correlation of Instruction in Hygiene and Physiology with Physical Training in Elementary and High Schools" (the Department of Physical Training at the Annual Meeting of the Northwestern Ohio Teachers' Association in Cleveland, in October).

A Statement of Facts Regarding the Beginnings of Credit Courses in Physical Training for Undergraduates and of Teachers' Courses in Physical Training in American Colleges and Universities (the Fifteenth Annual Meeting of the Society of Directors of Physical Education in Colleges, Columbia University).

Two courses in Physiology and History of Physical Training (Harvard University Summer School in July).

Twelve lectures before the members of the Graduate Institute of the Silver Bay Summer School during the first two weeks in August.

President of the Society of Directors of Physical Education in Colleges for the current year.

LINDQUIST, PROFESSOR ORVILLE A.

Organist in the Woodland Avenue Presbyterian Church, Cleveland.

LORD, PROFESSOR LOUIS E.

Attendance on the meeting of the American Philological Association at Pittsburgh and the Classical Association of the Middle West and South, at Cincinnati.

LUTZ, ASSOCIATE PROFESSOR HARLEY L.

Address before the Summer School of the University of Wooster, and High School Commencement addresses at Huron and Chesterland, O.

LYBYER, PROFESSOR ALBERT H.

Addresses during the year as follows: "William the Silent" (History Section of the Oberlin Women's Club), "Tripoli and the Turco-Italian War" (Cosmopolitan Club of Oberlin College, and before the Brotherhood of the Methodist Church, Lorain, O.), "The Roads to Eastern Asia" (Oberlin Summer Session of 1912), historical sermon on "Christian Missions in Asia," Huron, O.

Attended meetings of the American Historical Association at Buffalo and Ithaca, N. Y.

METCALF, PROFESSOR M. M.

Papers before the Ohio Academy of Science and the American Society of Zoölogists.

Several addresses before educational institutions in the south.

MILLER, PROFESSOR EDWARD A.

Three courses in Education at the Ohio State University Summer Session.

Miscellaneous educational addresses during the year.

OAKES, MISS EVA M.

Attended the meeting of the College Art Association in Cincinnati, in May.

ROOT, PROFESSOR AZARIAH S.

Six lectures on the "History of Printing" (Library School of Western Reserve University).

Addresses at the annual meeting of the Ohio Library Association, the Conference of College and University Librarians of the Middle West at Chicago, the Library Club of Columbus, the Congregational Church of Burton, Ohio, the Board of Commerce at Medina, Ohio, and under the auspices of the public schools of South Amherst, Ohio.

Attended the annual meetings of the Ohio Library Association, the American Library Institute, the Conference of College and University Librarians of the Middle West.

Chairman of the Committee on Library Training of the American Library Association and of the Committee on the Relation of Libraries and Schools of the Ohio Library Association.

STIVEN, ASSOCIATE PROFESSOR FREDERIC B.

Organist of the Euclid Avenue Christian Church, Cleveland.
Elected an Associate in the American Guild of Organists.

UPTON, PROFESSOR WILLIAM T.

Organist and Choir Master in the Calvary Presbyterian Church, Cleveland.
Elected Sub-Dean of the Ohio Chapter of the American Guild of Organists.

WILLIAMS, MR. CHARLES W.

A paper entitled "How the Problems of University and College may be Best Studied" (Educational Conference in connection with the Inauguration of Chancellor Brown of New York University, and at a conference held in connection with the meeting of the Religious Education Association).
Addresses at the Young Men's Christian Association College, Springfield, Mass.
Addresses on South America and other topics in various cities.
Attendance at numerous meetings of Oberlin Associations, the National Convention of the Religious Education Association in St. Louis, an invited conference called by the United States Commissioner of Education in St. Louis in March; a meeting of university and college officers interested in the commercial efficiency of higher education, entertained by him in Oberlin.

WILLIAMS, PROFESSOR SAMUEL R.

A paper, "The Relation Between Joule Effect and Permeability and Induction in the same Pieces of Steel," at the meeting of the American Association for the Advancement of Science in Washington, D. C.

WOLCOTT, MISS FLORA I.

Attended the meeting of the American Association of College Registrars in Chicago.

Publications

The main publications of the Faculty for the year follow:

KING, PRESIDENT HENRY C.

The Moral and Religious Challenge of Our Times. (The Macmillan Company, New York.)

Tests of College Efficiency at Oberlin. (New York Times, June 23, 1912.)

Higher Education as a Privileged Interest. (New York Times, October 12, 1912.)

Summary of the Year. (Alumni Magazine, October, 1911.)

Growth. Baccalaureate Sermon, June 16, 1912. (Printed privately.)

Reality in Religion. Theological Baccalaureate Sermon, May 19, 1912. (Printed privately.)

Review of the Year. (Alumni Magazine, July, 1912.)

Oberlin College. (Article in the Cyclopedia of Education, The Macmillan Company, New York.)

ARMSTRONG, INSTRUCTOR HENRY H.

Privernum. III. Roman Remains in the Territory of the Roman Colony. (American Journal of Archeology. Vol. XV, 1911, pp. 386-402. Third and last article of series.)

BUDINGTON, ASSOCIATE PROFESSOR ROBERT A.

The Influence of Magnesium Salts on the Fertilizing Potentiality of Spermatozoa. (Science, March 22, 1912.)

FISKE, PROFESSOR G. WALTER

Factors in Country Church Success, a chapter in the book "The Rural Church and the Working Farmer." (M. H. Dowd, N. Y., 1912.)

The Challenge of the Country. (Association Press, New York, 1912.) Requested by the International Y. M. C. A. Committee for use in colleges.

Boys' Work in the Local Church. (Association Press, 1912), and The Rural Church, (ditto) (co-authorship) being reports of the two Commissions of the Men and Religion Forward Movement on these topics.

Boy Life and Its Redemption. (Pilgrim Press, Boston, 1912.) A series of seven chapters in the Pilgrim Teacher.

The Intermediate Sunday School Quarterly. (Pilgrim Press, 1912.)

The Country Church and Rural Welfare. (Association Press, 1911.) (Co-authorship.) Being report of annual country life conference by International Y. M. C. A., New York.
Country Church Evolution. Article in "Rural Manhood" for February. New York, 1912.

FULLERTON, PROFESSOR KEMPER

Recent Criticisms upon Genesis, Psalms, and Chronicles. (Harvard Theological Review, January, 1912.)

GEHRKENS, ASSOCIATE PROFESSOR KARL W.

The Relation of Psychology to Music Teaching. (School Music.)
The Responsibility of the Conservatory in Public School Music. (New Music Review, February, 1912.)

GEISER, PROFESSOR KARL F.

Municipal Socialism as Illustrated by Ulm. (National Municipal Review, July, 1912.)
The Western Reserve in the Anti-Slavery Movement, 1840-60. (Proceedings of the Mississippi Valley Historical Association, Vol. V.)
Book Reviews.

HANNA, DR. DELPHINE

Gymnastic Lessons (Series of Articles, American Physical Education Review, 1912).

HEACOX, PROFESSOR A. E., AND LEHMANN, PROFESSOR F. J.

A Guide to Lessons in Harmony. (A. G. Comings & Son.)

HUBBARD, PROFESSOR GEORGE D.

The Influence of the Mining of Precious Metals in the United States upon Industries, People, and Institutions. (Printed privately.)
Secondary School Geography. (School Science and Mathematics.)
Large Glacial Boulders. (Journal of Geology, 1912.)

JONES, ASSOCIATE PROFESSOR LYNDS

Studies (In Wilson Bulletin.)

LEONARD, DR. FRED E.

The Physical Director's Professional Culture. (In Physical Training, January and February, 1912, and in American Physical Education Review, March and April, 1912.)

LYBYER, PROFESSOR ALBERT H.

The Government of the Ottoman Empire in the Time of Suleiman the Magnificent, with Appendix on The Government of the Mogul Empire in India. (Harvard Historical Series. In Press.)

Book Reviews. (American Political Science Review, August, 1912; Alumni Magazine, October, 1912.)

MOORE, ASSOCIATE PROFESSOR EDWARD J.

Reaction Effects Produced by the Discharge of Electricity from Points in Gases, and the Bearing of these Effects on the Theory of the Small Ion (Physical Review, February, 1912.)

MOSHER, PROFESSOR WILLIAM E.

The Promise of the Christ Age in Recent Literature. (G. P. Putnam's Sons.)

STUEVEN, INSTRUCTOR HERMINE C.

Two Poems. (Rundschau Zweier Welten, N. Y.)

WILLIAMS, MR. CHARLES W.

How May the Problems of Education in University and College be Best Studied. (Religious Education, October, 1912.)

Panama and the Parallels of Latitude. (Review of Reviews, October, 1912.)

WILLIAMS, PROFESSOR SAMUEL R.

A Model of the Elementary Magnet. (Physical Review, Vol. 34, No. 1, January, 1912.)

Relation between the Joule Effect and Permeability and Induction in the same Specimens of Steel. (Physical Review, Vol. 34, No. 4, 1912.)

A Convenient Form of Liquid Rheostat. (School Science and Mathematics, Vol. 12, 1912.)

An Electromagnetic Effect. (American Journal of Science, Vol. 34, September, 1912.)

V. ALUMNI

Probably the most important *gains* in the last ten years in the relations of the College to the Alumni lie in the greater pains taken to give the fullest information to the Alumni of the work of the College through the annual reports; in the

establishment of the *Alumni Magazine*; in the further development of the Living Endowment Union; in the much greater interest and value of the general Alumni meetings since the adoption of the plan of the discussion by the Alumni of definite College policies as suggested by the Faculty Committee on Commencement; in the closer coöperation of the College with the officers of the various local Alumni Associations over the country, especially through the many suggestions that have been made through the Assistant to the President; in the wider use of the College song book at the Alumni banquets; in sending fuller information to the Alumni concerning the Commencement exercises; and in planning for a larger attendance of the Alumni, particularly of the anniversary classes, on these occasions. There can be no doubt that the attendance of Alumni at Commencement has much increased, and their interest in the entire Commencement program enlarged.

Necrology

The obituary record of the Alumni for the year under review has been prepared once more by Mr. Luther D. Harkness, the Assistant Secretary of the Living Endowment Union, who has given painstaking care and sympathetic thought to the preparation of these sketches, and has felt an appreciation for the lives that are here, of necessity, briefly recorded, which he has not thought himself at liberty fully to express. The record contains concise sketches of the Alumni who have died during the year ending August 31, 1912, and also includes the record of two of the previous year, whose deaths were reported too late for last year's account. The full necrology appears in the appendix to this report. Deaths occurring since August 31, 1912, will be included, according to custom, in the report of next year.

The average age at death for those reported this year was 59.5; in 1908-09 it was 64; in 1909-10, 60; in 1910-11, 61.8. For the year under review the proportion of deaths among graduates of recent years was unusually large;—30 per cent

of the number received their degrees subsequent to 1902. The number of deaths reported, not including the two from the preceding year, is 43,—three less than the corrected number for the previous year. The classes represented in the list range from 1851 to 1910, and the ages at death from 24 to 93. Nineteen of those who died in the year 1911-12 reached the age of 70 years or over, and seven the age of 80 years or over. Only ten were under the age of 40, and five under the age of 30.

The earliest graduate of the College now living is Mr. Edmund A. West of Chicago, who is the sole survivor of the class (originally numbering 21) which completed the Classical Course in 1843. Mrs. Susan D. Winchester of Grand Rapids, Mich., is the last survivor of the class of five women who completed the Literary Course in the same year. The senior alumnus of the College in point of years is Rev. Thomas Holmes, D.D., of Lakemont, N. Y., who graduated from the College in 1847 and from the Theological Seminary in 1850. Dr. Holmes will be 95 years of age November 24, 1912.

The necrological list includes the names of daughters of three men connected with the earliest days of the College,—Mrs. Lucy Fairchild Kenaston, Mrs. Sarah Cowles Little, and Mrs. Louise Maria Fitch Atkinson; of a member of the Class of 1860 with an unusually romantic anti-slavery record, Rev. Isaac Allen; of a greatly valued member of the Board of Trustees, Mr. Charles Finney Cox; of three who have rendered large service in other educational institutions,—Professor Leonard Fletcher Parker of the Class of 1851, at Grinnell College and Iowa State University, Professor Otis Coe Johnson of the Class of 1868, at Michigan University, and Miss Flora Bridges of the Class of 1885, who at the time of her death was teaching at Mount Holyoke College; of two very influential editors in Michigan and Ohio, each with an unusually long record of service for their respective papers,—Mr. Elliott Finley Grabill of the Class of 1863, and Mr. Isaac Foster Mack of the Class of 1862.

One is tempted to dwell upon such devoted missionary service as that of Mrs. Mary Elizabeth Kelley Norton of the Class of 1873, and particularly upon the high personal character which lies back of all these names from the earliest to the latest. One cannot help especially regretting the inroads which death has made in some of the very recent classes.

VI. STUDENTS

Attendance

The report of the Secretary of the College presents quite fully the facts concerning the attendance of students in all departments, and this more general statistical report is supplemented by the reports of the various heads of departments. These statistics have already been considered in the discussion of the Secretary's report and may be passed without further discussion at this point. The outstanding facts are, that the attendance of the College of Arts and Sciences stands at just about an even thousand, and in the judgment of the Faculty Committee on Limitation of Numbers, may well be held at that point, in order that any increased resources of the College may go for the present, not simply to meeting a further increase in the numbers, but to providing for other pressing needs of the College. The attendance in the other departments, in the judgment of the same Committee and of the President, might still further increase, without taxing too greatly the Faculty and equipment of those departments.

Foreign Students

Professor and Mrs. Lybyer have continued during the year their valuable service as advisers and helpers of the foreign students; and the Cosmopolitan Club has remained not only a profitable place of meeting for these students, but through its programs has brought to the whole College much of significance.

Health

The health of the students for the past year has been in general good, and there has been no widespread contagion. The hospital record, however, as submitted by Dr. Leonard, shows that there were a number of cases of serious illness—rather more than the year ordinarily shows. This may be due in part to the unusually severe and protracted winter.

As President of the Oberlin Hospital Association and Chairman of its Board of Managers, Dr. Leonard reports that a third of all the patients treated in the *hospital* for the year ending September 30, 1912, were students in Oberlin College, and that the 51 students so treated received nearly 23 per cent of the entire amount of hospital service rendered during the year. This bare statement indicates how indispensable a service has been rendered to the College by even the inadequate facilities which the present small hospital affords, and how amply justified is the annual appropriation made by the Trustees for the hospital.

The only *deaths* that have occurred among the students during the year are of the following persons:—Ray Willis Miller of the Senior class, who was drowned near Huron, Ohio, November 30, 1911; Miss Sada Lucile Lloyd of the Conservatory, who died as the result of an operation at her home in Marengo, O., January 27, 1912; Miss Bernice Lightner, who was killed by accident at Vermilion, O., March 21, 1912 (Miss Lightner was not enrolled in the Conservatory at the time of her death, but had been a short time before); and Miss Mabel Elaine Williams, of the Conservatory, whose death occurred at her home in Salisbury, N. C., of tuberculosis, May 24, 1912.

Scholarship

Scholarship has probably never been more emphasized in all departments of the College than during the year past. The intellectual work of the students is of course constantly threatened by the large variety of distracting interests that naturally come into the College life. This made particularly

important the agreement on a plan for the oversight of the outside activities of the students which was worked out between the Men's Senate and the Faculty Committee. It is expected that during the coming year the similar recommendations of the students' Women's Senate may be taken into account, and a comprehensive plan devised for the wise limitation of student outside activities. An attempt has been made to give a somewhat larger recognition to scholarship not only through election to Phi Beta Kappa, but by awarding special honors at graduation, and by printing not merely the first ten in scholarship in the Freshman class, but the entire list of the tenth of the class maintaining the highest rank during the first semester of the Freshman year.

Conduct

The reports of the various Deans and heads of departments make clear that the conduct of the students has been for the most part quite satisfactory. The Students' Senates and Honor Courts have continued their work; there has been much conference with students on matters of College policy; and there is a wholesome and increasing tendency looking to an enlarged responsibility on the part of upper classmen. The common tendency of the American people to obey only those laws which it is personally convenient for them to obey, naturally is not without its echo in college life, and undoubtedly there is need of a deepened sense of responsibility in connection with the various house governments. But the Oberlin students are in general so open-minded and so loyal, that steady gains in the coöperation of Faculty and students for the betterment of the college life may be confidently expected.

Beneficiary Aid

Upon the question of beneficiary aid the President desires simply to transfer Professor Lybyer's strong plea for a large and greatly needed addition to scholarship and loan funds:

It becomes more and more evident to me that the problems before a student of Oberlin College, whether for-

eign or American, man or woman, who must be entirely self-supporting, are more difficult than they ought to be. Great relief would be afforded if there were a number of additional scholarships of amount large enough to relieve such students entirely from the burden of tuition. A student who carries a full schedule of studies and who must work four hours a day for board and room, can take scant advantage of the social and general privileges and opportunities of college life. If in addition expenses for books, clothing, laundry, growing class taxes, a very few amusements, and incidentals must be earned during the college year and the summer vacation, the burden of \$55 or \$60 per year for tuition often becomes unbearable. I have known the above situation to cause Oberlin to lose students who would be an honor to any institution. For similar reasons it must be true that an unknown number of capable and worthy students never come here. I cannot feel that a college is doing the best service to mankind unless it gives reasonably easy opportunity for any young man or woman of average or more than average ability, who is of earnest and righteous purpose but without means, to enjoy all its advantages. A college above all other institutions should be able to redress such social injustices as hinder some who could serve the world well from utilizing their due share in the bequests of past ages. While Oberlin College undoubtedly aids greatly many whose means are limited, does it really reach those who have *no* means, those who suffer *most* from unjust circumstances? While priding itself upon its service to society, does it afford an opportunity to a genuinely poor student equal to that offered by Harvard, Yale, and Princeton, the state universities, or many small colleges? If it becomes more and more a middle-class college, not attracting the rich, and not welcoming the poor, will it not thus become self-condemned to mediocrity? It would appear that much more than money for new buildings, books or apparatus, beautiful grounds, or increase of teachers' salaries, Oberlin needs the establishment of free scholarships, in precisely the same proportion as that by which things that perish are less valuable than things which are eternal. The material that is most needed, the material that alone is indispensable, is first-class young men and women.

To this testimony of Professor Lybyer's may be added these sentences from the report of Miss Frances J. Hosford as Chairman of the Committee on Beneficiary Aid for Women:

In the private boarding houses, the low-priced rooms were filled rather than the more desirable. Stewart Hall, with a dining-room capacity of 50, has 54 boarders. Lord Cottage, once planned for 70, has 112. Mrs. W. H. Cooley has opened her house to self-boarding students, and supplies what has hitherto been impossible for them to obtain—a modern equipment for heat, light, and cooking. Her house is practically filled, and we rejoice to have this opportunity open so soon after the final passing of the old Keep Home. Conditions at Stewart Hall and Lord Cottage need attention, if it is worth while to hold and increase the number of students of moderate means. Those who care to see the proportion of men rise, should study their side of the situation, since these are the houses which make it possible for young men to live inexpensively in Oberlin. We should have a small endowment for Stewart Hall, enough to give it a salaried matron, like the other college houses.

Outside Activities

As already indicated, the outside activities of students have been carefully studied by both Faculty and students, as well as in certain noteworthy papers by the Alumni at the general Alumni meeting at Commencement. Much valuable suggestion has been received and a good workable plan apparently evolved. There is still some detailed work to do upon it, but the present year should show a feasible plan put into practical operation. The outside activities of students of course need to be constantly watched to guard against not only the demand on time but also on expense. The general athletic situation of the College the President feels was probably never more satisfactory, since athletics came into prominence, than now. The athletics have been clean, the interest has been reasonable and wholesome; the students themselves have recognized that the athletic interest must be in any case a subordinate one; and the whole element of professionalism

has been removed. The dramatic activities in recent years have tended largely to increase. Some limitations have been adopted, but the demand on time and strength at this point is probably still too great.

The Christian Associations

As was said last year, space is regularly given to the work of the Young Men's and Young Women's Christian Associations in this annual report, for three reasons: the Associations help to guard against the student's natural tendency to a self-centered life; they represent a carefully planned attempt on the part of the students to touch helpfully all sides of the College life; and the work of these Associations is work projected and organized by the students themselves, not laid on them from above by College officers. The President wishes once more to recognize the valuable service that the Associations are rendering to the life of the College. The Secretaries of both Associations for the year under review continued as the previous year, and the reports are therefore rendered, for the Young Men's Christian Association by Mr. D. Windzor Jones of the Class of 1909, and for the Young Women's Christian Association by Miss Helen L. Fitts. Considerable portions of both reports are given.

Young Men's Christian Association

The following report of the work done by the Young Men's Christian Association of the College will give some idea of how that organization is trying to do its part in the "welfare work" of Oberlin College and Community, and will designate the various lines of operation of the forces which it musters each year, and which it directs through its Advisory Board, General Secretary, President, and other Student Officers. Taken as a whole, the year has been a good one, and the results of the work have been very encouraging. For the most part the old and tried policies have been followed and adhered to, but here and there a new step has been taken and a new departure launched.

There have been 505 men enrolled in the Association, and of these, 200 or more have been serving on Commit-

tees. This Committee service consists of many lines of work, from meeting the trains and greeting the new men in the fall, to conducting an outpost Sunday School or Preaching Point in the neighboring rural districts.

The Employment Bureau was run very successfully this year and assisted one hundred and fifty different men to positions. It is interesting to note, that the value of the work given out by this bureau this year totaled \$4,470.

In the Bible Study Department a new and radical step was taken with the consequence that only 90 men were enrolled in courses this year. No attempt was made to enroll Freshmen or Seniors at the regular rally and there were no special courses provided for these classes, as it was hoped that they would be formed into classes in connection with the regular curriculum work which they were required to take. Also no personal canvass was made after the rally, because it was decided to try the the work this year without such a canvass.

In the Mission Study Department the results were similar, although a small limited canvass was made by the committee after the rally. One hundred and eleven men enrolled in the courses and the average attendance throughout the year was very satisfactory. In fact it was the opinion of those who watched the new step carefully, that the men seemed to do a grade of work a trifle above the average in both of these departments, this year.

The Religious Meetings Committee worked hard in order to get up a splendid program for the Sunday evening meetings, and their efforts were well rewarded. The speakers were unusually strong and the messages which were brought to the men were well chosen and appropriate. The attendance at these meetings averaged about 200.

In the town itself, the Boys' Work Committee were busily at work among the boys and had an enrolment of 70 boys in several clubs led by college men. These boys were assembled now and then to hear a talk by men secured especially for the purpose, and who usually had some message which was near to the boy-life of the community. Five such lectures were given by prominent men during the year.

This year another new step was taken, and at the Christmas and Easter holidays groups of men were sent out to small nearby communities in order to try to inter-

est the young men of these places in the ideals of Christian living as we see them. These groups were called "Gospel Teams," which was somewhat of a misnomer, for the work which they did was not always along a direct evangelistic line. Altogether, about 18 men participated in this form of service.

The Outside Religious Committee maintained five outposts in the rural districts near Oberlin where Sunday School work was conducted and Preaching services held. A large number of the rural population are thus given a chance for worship which would otherwise be denied them.

Fifteen hundred handbooks were issued early in the fall and copies sent to the prospective Freshmen.

During the year an entertainment was held in Warner Hall from which \$181.47 was realized toward the budget. The entertainment was given entirely by local talent and demanded the services of about 60 men.

The financial statement, prepared by the Treasurer in June, shows a budget of \$1,359.71.

Young Women's Christian Association

The *Membership Committee* used the usual hospitality plans but did nothing in the way of invitation to membership until the new students had had time to attend at least two meetings. Then a general invitation was given, followed by personal invitations. As a result we have 100 members less than last year, but even so the interest is greater, for the new members came in because they really wished to. We rejoice to note that the feeling of separateness between the College and Conservatory members has almost disappeared. Committees are now made up regardless of school classification. Of the 497 members just about half are serving on committees.

The *Religious Meetings Committee* regretfully reports an average attendance at Sunday evening meetings of only 218, a decrease of 9. There has been a falling off in attendance steadily since 1908-09 when it was 275. We have had more student meetings than usual and in each case opportunity for discussion was given, the response to which was eager as well as thoughtful. Last year the proportion of student leaders was one-third, this year it was one-half. There have been more joint meetings with the Young Men's Christian Association and the attendance at

those times averaged 450. A series of such meetings led by the following men was greatly appreciated: The difference between Christianity and Ethics, Professor MacLennan; The difference between the Bible and Other Books, President King; The difference between Christ and Other Men, Dr. Bosworth.

The *Bible Study* work was planned with the utmost care. In consultation with the Advisor, General Secretary, and President a list was made of those judged most capable of leadership.

The rally was an experiment. The two Christian Associations held a joint meeting at which both Bible and Mission Study were presented, the first by Professor Hutchins, the second by Professor Soper of Ohio Wesleyan. The reasons for the experiment were two: (1) To make these studies a more general question pertaining to the whole student body rather than to the more or less isolated activities of the Christian Association; (2) to do away with two rallies, thus putting the Bible and Mission Study work in closer harmony. After all this careful work the result, even after canvassing, was an enrolment of only 159 for Bible Study—the smallest on record. But the steady attendance was 74 per cent, a gain of 57 per cent over the year of largest enrolment. Two groups, those in connection with Senior Bible and having an enrolment of 30, are not included in this percentage.

All through the year the Mission and Bible Study Committees have worked together. All their canvassing was done together. One representative from each Committee described the courses offered before a house meeting in each boarding house. The purpose was to do away with individual canvass, to which many responded because it was the easiest way to be rid of the canvasser. The enrolment for Mission Study was only 128, of whom 50 per cent remained faithful, but even this was a higher percentage than in the year of highest enrolment. Besides classes, reading clubs, using books on home and foreign missions, were formed in several boarding houses. It is to be hoped that this plan can be more widely adopted next year for it interests those who cannot take time for regular study of missions. For at least four years this Committee has sent a box containing 200 yards of dress

material to Mrs. Brown's school for girls in Vaddrik Kod-dar, Ceylon. This year eleven dollars in cash were sent also.

The *Practical Service Committee* has sent boxes of flowers and clothing to be distributed by the Cleveland Young Women's Christian Association, and has also sent flowers to the City Infirmary. At Christmas envelopes filled with stories, clippings, and pictures were sent to the convalescent ward of the Infirmary. The expenses of renovating two rooms at the Oberlin Hospital were paid. The employment bureau found work for 32 young women who earned about \$1,700.

The *Social Committee's* work varied but little from that of preceding years. The reception to new students was given on the campus as usual and about 500 were present.

The *Extension Committee* has done excellent work. There have been 37 young women regularly visiting 68 shut-ins and elderly people. They sent Christmas greetings to take the place of the visits which were due during vacation. For St. Valentine's day they sent valentines made by the children's clubs. At Easter they distributed twenty-one dozen flowers and besides went around early in the morning singing Easter hymns. This was the first music that one helpless invalid had heard for five years, although his home is within a five-minute walk of the Conservatory! In May, 30 May baskets and 15 bouquets of flowers were sent, and in June an afternoon tea was given for the few who were able to leave their homes. Music was provided which the guests seemed greatly to enjoy. In all 882 calls were made. One German woman is regularly visited by a Freshman who talks with her in her own language. So eagerly is her coming awaited that the German woman begins to watch for her caller two hours before the appointed time. We think that visiting is as fully appreciated as anything on the whole list of Association activities.

The Sunday School work has prospered, too. There have been 13 permanent and 17 substitute teachers provided for the town Sunday Schools, besides five for the rural districts. Two young women walked seven miles a Sunday to care for one group of country children. Also papers have been provided for the West Lorain Street school.

There have been 7 children's clubs doing nature study, making dolls and picture books for hospitals, and, among the older girls, reading popular books on art. Professor Jewett gave a lecture at a general meeting of the clubs on the subject, "Influence," illustrating his points by chemical experiments. Besides the clubs there were four story hours, sometimes attended by as many as 60 children. There were usually 40 children waiting at the Centennial Building for their story hour.

The philanthropic branch of this Extension Committee sent a box of clothing to Fisk University and boxes of flowers to the Cleveland Association. At Christmas time, after consulting with the Associated Charities of the town, \$15 was contributed for children's gifts and the trees used at Christmas parties in the college houses were collected to be used over again by little children. During the vacation a group of young women went over to the County Infirmary at Elyria and gave a much appreciated entertainment.

The treasurer's books were audited by the assistant treasurer of the college. The annual report shows a budget of \$1,228.44.

The Oberlin-Shansi Memorial Association

The Oberlin-Shansi Memorial Association, as it may be hoped is now well understood, is the organization through which friends of Oberlin are trying to carry on educational work in connection with the Shansi Mission, (largely manned by Oberlin graduates), that may result in the building up of a new Oberlin in China. The College has, of course, no official responsibility for the enterprise, but its teachers and students make a considerable annual contribution to it and the Association itself is made up of various officers, teachers, and other friends of the College. The officers and committees of the two Christian Associations take special responsibility in raising the funds secured in Oberlin itself. The report of the Executive Secretary of the Association, Mr. W. F. Bohn, which presents the salient facts of the year, may therefore fitly find place at this point.

The work of the Shansi Memorial Association in Taiku and Fenchowfu, Shansi, China, was somewhat interrupted during the year by the revolution and the establishment of the Chinese Republic. However, when all the circumstances are considered, a really remarkable year's work has been accomplished. Our representatives merit warmest praise for keeping the work intact in such successful fashion that they are now ready without any delay to take advantage of the impetus given all western education under the new political regime, and to expand the work as rapidly as the enterprise can be financed. The schools at Fenchowfu were not closed at all during the year, and at Taiku only during that period when outbreak was imminent and rumors of attack so persistent that it was not safe to carry on the work.

H. H. K'ung of the Class of 1906, the efficient Principal of the Academy of Taiku, came into prominence during the threatening days of the revolution by his appointment as chief police authority in Taiku, with primary responsibility for the safety of the city,—a duty which he performed with remarkable courage and effectiveness. The Association is to be congratulated that his deep interest in our educational work makes it possible for us to retain his services.

As last year, the schools at Fenchowfu were supervised by Rev. Watts Pye, and at Taiku Rev. W. C. Fairfield assisted Principal K'ung in caring for the educational work. Both of these men at large personal sacrifice have given their time to the Association when already overburdened by other responsibilities. Under these circumstances we particularly welcomed the appointment of Mr. and Mrs. Jesse Wolfe to the Taiku Station for work under the Shansi Memorial Association. Mr. Wolfe, who graduated from Oberlin in the Class of 1905, and Mrs. Wolfe of the Class of 1906, are thoroughly acquainted with Oberlin and its ideals, and in addition have had valuable experience in teaching in Peking. Their appointment will strengthen our work at many points. Mrs. Wolfe is now in this country, but will join her husband at Taiku in the near future. Mr. Wolfe arrived at Taiku in time to attend the annual Commencement of the Academy. These exercises were held July 12, 1912, four students graduating. A fifth young man would have finished his

work with this class had he not been unfortunately killed in Paotingfu during the looting there in February. The Commencement address was given by Mr. Wolfe, and the City Magistrate also gave an address. It is evident that our institution is held in high esteem by the local authorities and the citizens of the community.

There were in the schools supported by the Association 277 students, taught by a faculty of 35 including native teachers.

The Association undertook to be responsible for a budget totaling \$3896 for the past year. This was met by the contributions of students and faculty, pledged on Shansi Day, January 26th, 1912, and in the subsequent canvass, to the amount of \$2,500, and additional contributions from alumni and friends. Especial mention should be made of two large gifts secured at the close of the fiscal year to clear the Association's deficit—one of \$500 from Mrs. S. H. H. Clark, and one of \$1,000 from Mrs. D. W. James. It should be added that the sum of \$2,500, pledged on Shansi Day, was the largest amount received on any such occasion, and gives evidence of a strong and vital interest on the part of students and faculty in this enterprise. We were particularly fortunate on Shansi Day to have as speakers Mr. Arthur Rugh, Secretary for China, of the International Committee of the Y. M. C. A., and Dr. W. A. Hemingway of the Shansi Mission, in this country on furlough. It is noteworthy, too, that the Class of 1912 made its gift to the College through the Association, giving \$150, and Phi Alpha Phi, a like gift of \$50—both sums counting toward the \$2,500 of Shansi Day.

At the Annual Meeting of the Association, held at Commencement time in Oberlin, Rev. P. L. Corbin and Mrs. Corbin were present and Dr. and Mrs. Hemingway. The interests of the Association were given thoroughgoing consideration, and a budget amounting to \$5,000 was approved for the ensuing year. Plans were formulated for the enlistment of larger interest on the part of the Alumni. A suggestion made at this meeting has since been approved by the Prudential Committee of the American Board, in accordance with which Mr. Corbin will give the Association part of his time during his year of furlough, with the hope that funds may be raised both for endowment and current expenses. The work on the field is grow-

ing so rapidly, and its demands are so insistent, that larger support must be secured or the work limited in very definite fashion. The work of the Association is commended to the Alumni and friends of the College with the hope that adequate support may be forthcoming. All of our reports indicate that Oberlin has here a splendid opportunity for constructive service along educational lines, and on account of the present crisis in China an opportunity not likely to be paralleled. It is the hope of the Association that this educational system, consisting of primary schools and the academy, may be steadily developed until it shall include not only the Boys' Academy at Taiku, but an Academy for girls at Fenchowfu, and perhaps eventually work of college grade in the Province.

The President rejoices that Oberlin is able to have, along with some of the other leading colleges and universities of the country, such a share as this in direct educational work abroad, and he earnestly commends this plan for the New Oberlin in Shansi to the Alumni and friends of the College everywhere.

Lectures and Concerts in Oberlin

The life of the students, as well as of the community, is much enriched by the opportunities coming through the lectures and concerts given each year. The list for the year 1911-12 follows:

September 26-October 4—Professor Friedrich Loofs. Six Lectures. "Problems of Christology."

October 12-13—Dr. T. D. Sloan. Two Lectures. "Sane Opportunities for Service." "Force for the Evangelization of the World."

October 15—Professor Edmund D. Soper. "The Value of Mission Study."

October 15—Professor William J. Hutchins. "The Value of Bible Study."

October 23—Professor Frederic B. Stiven and Conservatory Orchestra. Concert.

October 31—Ex-Governor J. Frank Hanly. "The World Disarmed."

November 7—Mr. Harold Bauer. Piano Recital.

November 10—Professor Charles E. Merriam. "Citizenship."

November 14—Miss Kathleen Parlow. Violin Recital.

November 14-16—Dr. Arthur H. Smith. Three Lectures. "The Problems of China, and China, the Problem."

November 23—Professor G. Johnston Ross. Address.

November 24—Dr. John R. Mott. Address.

November 25—Rev. J. C. Robbins. "Missionary Work in the Philippine Islands."

November 25—The Russian Balalaika Orchestra. Orchestra Concert.

November 28—Senator Joseph L. Bristow, "The Responsibilities of American Citizenship."

December 2—Mr. Alan W. C. Menzies. "Hygiene as a Required Course in the College Curriculum."

December 3—Professor Robert G. Caldwell. "The Ideals of the College Man."

December 4—Professor Albert H. Lybyer. "Tripoli and the Italian-Turkish War."

December 5—Dr. Samuel McChord Crothers. "Thackeray."

December 12—Professor William R. French. "The Analogies Between Art and Literature."

December 14—Professor Liberty H. Bailey. "The Country Life Movement."

December 15—Mr. Edgar J. Banks. "The Hittites."

December 17—Rev. A. S. Gregg. "How Lobbyists Make Our Laws."

December 18-19—Rev. Reginald J. Campbell. Two Addresses.

January 11—Dr. Cornelius H. Patton. "Four Thousand Miles Through the Dark Continent." Illustrated Lecture.

January 12—Mr. Sidney Dickinson. "Picturesque New Zealand." Illustrated Lecture.

January 16—Mr. C. Edmund Neil. "The Man from Home." Booth Tarkington. Reading.

January 17—Professor David H. Tennent. "The Relation of Chromosomes to Heredity." Lecture.

January 18—Professor Warren K. Moorehead. "The Explorations of Lewis and Clark." Illustrated Lecture.

February 4—Professor Edward Devine. "The Program of Social Workers." Address.

February 7—Rev. E. Tremayne Dunstan. "Folk-Lore of Cornwall." Reading.

February 13—Mr. Josef Lhevinne. Piano Recital.

February 16—The New York Symphony Orchestra. Orchestra Concert.

February 17—The Oberlin College Glee Club. Concert.

February 22—Dr. Dan F. Bradley. "Some Modern Lessons from George Washington." Address.

February 23—Mrs. Florence Kelly. "The Student and the Wage Earner." Lecture.

February 28—Professor Lynds Jones. "Winter Birds of Lorain County." Illustrated Lecture.

March 5—Dr. C. L. Babcock. "The Labyrinth and the Minotaur." Lecture.

March 8—Dr. Washington Gladden. "The Evolution of Social Justice." Lecture.

March 12—The Oberlin Musical Union and the Oberlin Conservatory Orchestra. Miss Augusta Cottlow, Pianist. Concert.

March 26—Professor William E. Smyser. "Illustrators of Tennyson." Lecture.

April 4—Professor Irving Fisher. "The Public Health Movement." Lecture.

April 8—Professor Frederic B. Stiven. Organ Recital.

April 16—Miss Elena Gerhardt. Song Recital.

April 17—Mr. Hamilton Holt. "Commercialism and Journalism." Lecture.

April 23—The Zoellner String Quartet. Concert.

April 27—Mrs. Charlotte Demuth Williams, Violinist. Professor William K. Breckenridge, Pianist. Concert.

April 30—Dr. Warren H. Wilson. "Country Life." Address.

April 30—Dr. Inazo Nitobe. Lecture.

May 13—The New York Symphony Orchestra. Mr. Arthur Shattuck, Pianist. Matinee Concert.

May 13—The Oberlin Musical Union and The New York Symphony Orchestra. "The Beatitudes," Cesar Franck.

May 15—Rev. Nicholas Van der Pyl. "The Lawrence Strike." Lecture.

May 15—Miss Ruth Rouse. "Work of the World's Student Christian Federation." Address.

May 17—Hon. Theodore E. Burton. "The Present Political Situation." Address.

May 19—President Henry Churchill King. "Reality in Religion." Baccalaureate Sermon of the Theological Seminary.

May 21—Mrs. Maud Ballington Booth. "Lights and Shadows of Prison Life." Lecture.

May 22—Mr. H. J. Douglas. "Phases of Business Administration." Lecture.

May 23—Dr. Shailer Mathews. "The Awakening of Protestantism." Commencement Address of the Theological Seminary.

May 29—Dr. Karl Kumm. "Work of the Missionaries in Sudan." Lecture.

May 31—Professor John Dewey. "The New Humanism." Phi Beta Kappa Address.

June 16—President Henry Churchill King. "Growth." Baccalaureate Sermon.

June 16—Rev. P. L. Corbin, Shansi, China. Address before the Christian Associations.

June 19—Rev. Charles Reynolds Brown, D.D. "Abraham Lincoln." Commencement Address.

June 18—President Henry Churchill King. Review of the Year 1911-12. Alumni Address.

June 19—Combined Glee Clubs including those of former years. Concert.

June 28—Professor P. D. Sherman. "The London of Shakespeare's Time." Lecture.

July 5—Members of the Faculty of the Conservatory of Music. Concert.

July 12—Professor A. W. C. Menzies. "Vapor Pressures and How to Measure Them." Lecture.

July 19—Professor Albert H. Lybyer. "The Roads to Eastern Asia." Lecture.

July 26—President Henry Churchill King. "The Contributions of Modern Science to the Ideal Interests." Lecture.

August 2—Miss Mary K. Monroe. "Siena." Lecture.

VII. RELATIONS TO OTHER EDUCATIONAL INSTITUTIONS

Educational Meetings

The College has continued its participation, through its officers and teachers, in the various educational associations with which it is most naturally connected: the Ohio College Association, and the North Central Association of Colleges and Secondary Schools, as well as the National Education Association. The President, Secretary George M. Jones, and Dean Charles N. Cole represented the College at the North Central Association; and Dean Cole, Professor L. E. Lord, and Associate Professor K. L. Cowdery were the College delegates at the Ohio College Association. The College was represented at the Ohio Athletic Conference by Dean E. A. Miller, and at the National Collegiate Athletic Association by

Professor C. W. Savage, who also served again on the Rules Committee of that body. Attendance of various members of the Faculty at departmental meetings is registered in an earlier section of this report.

Secondary Schools

The Secretary of the College and the Secretary of the Bureau of Appointments have continued their services to the schools, and various addresses at high school commencements and similar occasions have been given by other members of the Faculty. The Secretary's office has been especially helpful in taking opportunity to cultivate pleasant personal relations with students of high schools who care to visit Oberlin. It may be seriously questioned, however, whether the College is doing anything like what it might well undertake in the way of university extension work in the vicinity and in neighboring towns, especially through the high schools.

Colleges and Universities

During the year covered by this report various members of the faculty and Alumni have represented the College at important educational gatherings and university and college functions of note, in addition to important departmental conferences noted elsewhere, and those attended by the President, mentioned earlier in this report.

Dean C. N. Cole represented the College at the inauguration of President G. E. Vincent of the University of Minnesota and at the 25th anniversary of Perkiomen Seminary. Professor F. F. Jewett was the delegate from the College at the inauguration of President T. E. Hodges, of the University of West Virginia; Professor Kemper Fullerton at the inauguration of President J. G. Hibben of Princeton University, also at the centenary of Princeton Theological Seminary, and the 75th anniversary of Muskingum College. Professor W. G. Caskey was the delegate of the College at the 75th anniversary of Knox College and Dr. F. E. Leonard at a similar anniversary at the University of Michigan. Mr. C. W. Wil-

liams represented the College at the inauguration of Chancellor Brown of New York University. Mr. J. F. Hudson of the Class of 1867 acted as the delegate of the College at the 125th anniversary of the University of Pittsburgh and at the dedication of the new building at the Western Theological Seminary, Pittsburgh. Rev. D. N. Goodrich of the Class of 1861 attended, on behalf of the College, the celebration of the 30th anniversary of the Doctor Examen in Leipsic of Professor F. H. Foster of Olivet College. Professor Wolfe represented the College at the International Congress on Hygiene and Demography at Washington, D. C. Trustee Merritt Starr of the Class of 1875 was appointed to represent the College at the dedication of the Harper Memorial Library at the University of Chicago.

There have thus been passed in review the various aspects of the life and work of the College in all its departments for the year 1911-12. Details concerning each department are to be found in the supplementary reports of the general officers. It remains only briefly to summarize the gains of the year, and the most pressing needs, before turning to a special discussion of the relation of the College to the Town of Oberlin.

VIII. GAINS

There may be mentioned first of all the gain that has come through some strong additions to the permanent *teaching force* of the College. After all, the determining factors in the life of a College must be its teachers, and the enlistment of fine, effective, and thoroughly trained men and women in the teaching body is always the prime reason for congratulation.

A further gain has lain in securing the results of the long continued study of the *tests of college efficiency*, and in carrying on still further that study. This study has been made by the Faculty of the College of Arts and Sciences, and its applications have lain chiefly in that department, but

the whole College has profited by it, and there would probably be a distinct advantage in extending this study to all departments of the College.

A third advance is registered in the *administrative gains* of the year, through the better organization of the work of the office of the Dean of the College of Arts and Sciences; through the appointment of an Assistant to the Secretary of the College, of an Assistant Dean of College Women, and of a Secretary of the Academy; through relieving the Faculty of routine work and conserving their time for constructive legislation; and through the provision of commodious and well appointed offices for the Dean and Assistant Dean of College Women in the main recitation building.

Emphasis should be laid also upon the importance of the progress made in the adoption of a *general plan* for the buildings and grounds of the College; in the gifts made for pushing these plans forward and for the special parking of the campus; as well as in the further development of the park plans for Plum Creek Valley, though these, of course, are not committed directly to the College. No action taken in recent years is likely to prove more important for the beautifying and future development of both College and town than this adoption of a general plan for buildings and grounds.

On the financial side, the year registers the largest addition to the resources of the College that has ever been made in any single year in its history, and shows as well much the largest annual income. For the first time the total assets of the College considerably exceed four million dollars.

The *gains for the individual departments* of the College may also be briefly summarized. The *College of Arts and Sciences* has made its chief gain through the study of the tests of college efficiency, and through its better organization at various points. That this department was able to maintain its enrolment in spite of an increase of twenty-five dollars in its tuition charges, showed the strength of its appeal. The outstanding gain in the *Theological Seminary* has been its carefully studied "Seminary Extension Plans" and the gift

of \$100,000 toward the carrying out of these plans. The *Conservatory* has shown its strength by carrying fully through its college requirements for admission, and by meeting all the other possible requirements of the Carnegie Foundation, and yet practically keeping up its enrolment, though this has had to be done without the help of a carefully organized special Secretary's office such as the College of Arts and Sciences has. With such help it can hardly be doubted that the *Conservatory* would have no difficulty in largely increasing its enrolment in spite of the raised standard of admission. The year under review has been a marked year in the history of the *Academy* because it has brought to the *Academy* beautiful new grounds, its removal to these grounds, the very successful refitting of the buildings there found, and the provision of a special hall of residence for *Academy* women.

IX. NEEDS AND POSSIBLE GAINS

The report of last year contains so complete a statement of the material needs, in an attempted forecast of the future of the College, that little more is called for now, except a brief reminder of the most pressing of these needs.

In general, all departments require increased endowment, making possible larger salaries, a larger teaching force, a larger proportion of teachers of high rank in the teaching force, growing appropriations for the purchase of books and for other Library purposes, and greatly increased funds for beneficiary aid. For the relief of the entire College in the Library, as well as for the sake of the art interests themselves, an Art Building is urgently needed; and the general collections of the College call also for much better provision for museum material. The *College Department* specially needs also botanical, geological, and physical laboratories. The needs of the *Seminary* have been fully set forth in the "Extension Plans" for that department. The *Conservatory* ought not to be asked to go on much longer without special

endowment and scholarship funds. There can be little doubt that the teaching schedule of the Conservatory teachers is more than ought to be asked, though it probably could not be reduced without added endowment. The President greatly hopes that endowment may be speedily added for this department. The *Academy* needs at once a hall of residence for boys that can be under direct Academy auspices and have a teacher in residence; and it shares with the other departments the need of larger salaries and a larger Faculty.

The splendid gains of the years just past give hope that the needs here recapitulated may also be increasingly met.

X. RELATION OF OBERLIN COLLEGE TO THE TOWN OF OBERLIN

Communal Environment

The local environment of the College can never be a matter of indifference. It greatly concerns the College that that environment should be the best and most wholesome possible, and that the most cordial relations should exist between College and Community. It belongs also in peculiar degree to the inherited traditions of Oberlin that "the College and the Colony," founded together, were to grow together in harmony and in the most friendly and helpful coöperation. That tradition we cannot give up without serious loss, and without acknowledging that a cherished part of the original plan of the founders has suffered defeat. Not then in a spirit of antagonism to the town, but with the most earnest desire for its prosperity, this discussion is undertaken. At the beginning, of course, practically all the citizens of the Community were deeply interested in the success of the College, and through many years the members of the Community made no small sacrifices to contribute directly to the support of the College. With the growth of the Town it has, naturally, not been possible to count upon such continued universality of interest, and in the very recent years direct gifts from citizens have practically not been sought at all.

Possible Misunderstandings

In the relations of a college to its communal environment there is always possibility of friction arising through more or less serious misunderstandings of what the exact situation is. Such misunderstandings, it would appear, have arisen in Oberlin. Misunderstandings are the more likely, because at certain points, with the growth of the College and with rising standards of living, there is developed some *immediate conflict between the interests* of the College and those of a few individual citizens. For example, when the College adds a new hall of residence for either men or women this is likely, of course, to mean that the demand for rooms in private houses will be just so far diminished. At the same time it should be remembered that since the building of Lord Cottage in 1892 up to the present year the College has added but one dormitory for women under College control — Dascomb Cottage, accomodating 31 women; but the number of women increased in the meantime from 809 in 1892-93 to 1278 in 1910-11—an increase of 469. Of the entire number of 1278, the College was providing for only 200 in houses under its own immediate control. That is, it is plain that the College in the last twenty years has been providing directly for a very much smaller proportion of the women students than earlier, and for a much smaller proportion than it ought, if the interests of the students are to be reasonably guarded. Until the erection of the Men's Building, affording dormitory accomodations for 86 men, the College had made almost no direct provision for halls of residence for men, except for theological students. So that the College has competed with private rooming houses for men to a very slight extent indeed. Nevertheless, it must be considered that the growth of the College depends in no small degree upon its ability to offer the best accommodations at reasonable prices under suitable supervision. And, unquestionably, on this ground, the best interests of the College demand that it should pro-

vide in its own halls of residence for a much larger proportion of the student body than at present. Now, this will naturally seem to militate against the interests of certain of the citizens who at any given time are providing private dormitory accommodations. But for the community as a whole, and in the long run, as President Eliot suggests, "to increase the benefit which an educational institution confers on the town in which it is situated, the best way is to make the institution itself better and stronger, so that it may always be getting more and more teachers, students, and employes." Nor is growth in the number of teachers, students, and employes the sole consideration; for it should be clearly borne in mind that the Town directly profits not alone by the growth in numbers, but by growth in buildings, equipment, and endowment; for each of these increases the regular expenditure of money in the town, as well as increases the attractiveness of the College. Even from the point of view of the Town therefore, it is to be desired that the College should have primarily in mind the interests of the students; for that is exactly what makes the College an attractive power for students from outside the Community.

It has been specially urged as justifying further taxation of the College, that the *taxation for the public schools* is rendered heavier by the presence of the College. Now it is quite possible that this may be the case, for three reasons. In the first place, the atmosphere of a college town is likely to encourage a larger enrolment in the upper grades and throughout the high school course, and so to increase the necessary expenditure for these school years. But this, though it involves cost, is cause for congratulation in any community, and a just reason of pride. It simply means that there is a higher average intelligence in the town. In the second place, the College attracts to itself a number of families who come primarily for the education of their children, and so only for a limited term of years. Doubtless, it will often result that

such families will have less taxable property in Oberlin than permanent citizens; though they may make the full demand of the permanent citizen on public school facilities. In the third place, the Home for Missionary Children would doubtless not be in Oberlin, had not Oberlin College been here located. A considerable number of missionary children are thus brought into the town, who have free tuition in the public schools, although their parents are not paying taxes here. In these three ways, it seems probable that the taxation for public school purposes is somewhat increased, because of the presence of the College.

But it is to be asked, Does the Town desire a lower average intelligence and a smaller appreciation of its school privileges? Would the Town think itself advantaged, if it could keep out of the town all such families coming for the education of their children, and could have prevented the establishment of the Missionary Home? Does it not rather desire still higher educational achievement for its children? Is it not rather seeking to attract more residents even for a limited period? Do not the indirect gains from the expenditures of such a Missionary Home more than outweigh the expense of the extra schooling involved? Even in the matter of taxation for school purposes, therefore, it is highly probable that the indirect financial gains arising in these two classes of cases outweigh any increased school expenditure involved.

Nevertheless, the Town—including all its citizens who are in the service of the College—does have a rather heavy load to carry in the necessary expenditure for good public schools, and it really needs to spend still more money at this point for the most satisfactory results. College officers, in a genuine desire for the best interests of the Town, have given much thought to this problem, trying to see if the College could help in some direct way at this point—through some combination plan, for example, for High School and Academy.

The investigation has not yet reached its conclusion; but it is already clear that there are some obvious disadvantages on both sides in any attempted combination of High School and Academy. The building up of a privately endowed fitting school of the first class, giving all needed supervision to all sides of its pupils' lives, is not readily to be connected with a large proportion of purely day-pupils. The Town, too, naturally is anxious to have fully its own a High School of the first grade. In many ways the ideal solution would seem to be the endowment at least in part of the Town High School, and the writer hopes that he may be able to help in securing such endowment. So much for the question of school taxation.

With *a large material growth* on the part of the College, also, it is particularly easy that misunderstanding and apparent conflict of interests should arise. The growth of the College necessarily involves the purchase and use of an increasing amount of village property, and this is naturally enough, at first thought, considered as meaning that just so much property is withdrawn from taxation in the town. Increasing endowments, too, are carelessly looked upon as simply so much wealth existing in the community, but not in any way taxed for its benefit. It may be supposed that it was considerations like these that led a number of Oberlin citizens to seek to have listed for taxation a considerable portion even of the endowment of Oberlin College. In view, therefore, of our own local situation, as well as of the raising of the question in the State at large, it seems worth while to give some portion of this report to a serious discussion of taxation of College property; for the President has no doubt that no worse blow could be struck at *the interests of the Town*, than that such an action, as has been proposed against the College, should succeed.

It may be said at the outset that in this whole relation of Town and College, the College has had absolutely nothing

to conceal. The President offered several months ago to go before the Board of Commerce of the Town and present all the facts from the College side, and give full opportunity for any questions, objections, criticisms, or suggestions that representatives of the Town might wish to offer. Incidentally it should be added, in view of reports circulated in connection with the attempt to have a large part of the endowment of the College listed for taxation, that the charge that the College was "playing the market" was conclusively disproved. The record for the last two years, concerning which the Auditor of Lorain County asked, was that the College during that time had purchased stocks and bonds for investment fifty times, and had made only four sales, each of which sales was made for other than speculative reasons. Two sales were of stocks to which one of the Trustees of the College had objected as not desirable for the College to hold; one sale was of a single odd bond taken to accommodate someone who wanted cash, and not held by the College because it was not part of a block of bonds; the fourth sale was of two bonds at the request of a broker who, knowing that the College held a block of a particular issue, asked for two bonds to accommodate a customer. These facts speak for themselves upon that particular point.

One more introductory but weighty consideration should be held in mind. The presence of a great college in a community might conceivably increase considerably the financial burden of the community, *and yet* be richly justified, even from the point of view of the taxpayer. All taxation is in view of some supposed benefits — the greater comfort, convenience, safety, beauty, reputation, social or intellectual or moral advantages, etc., of the town — which are counted more valuable than the money paid to secure them. The large and direct benefits of the presence of a great college of national reputation and constituency might well be regarded as very cheaply secured by even a much increased tax rate; though as a matter of fact such increased tax rate cannot be shown.

Taxation of College Property

Setting aside, now, any but financial considerations, and turning to the large question of the taxation of College property, there is to be directly faced, from the point of view of the Town, this large and simple question: *Does the presence of the College in the final outcome increase the financial burdens of the Town?* This question may be said, no doubt, in the minds of many, as has been already implied, to involve two specific inquiries: First, does the withdrawal from taxation of village property to be used for College purposes bring ultimately upon the Town a heavier burden of taxation—leaving out of account for the present any other compensating gains? and, second, is it desirable for town or state to tax money given for the endowment of an educational institution? In dealing with the first of these questions, the President is much indebted to a careful study made, at his request, by the Assistant Treasurer of the College, Mr. H. B. Thurston. Mr. Thurston's results are freely used in this presentation.

It is self-evident, in the first place, that a college cannot grow without occupying an increasing amount of real estate. It may be said therefore, at once, that if it be granted that *a growing college* is desirable for a community, that growth must involve the setting aside of increased amounts of property for college uses. There can be no doubt that the interests of the Town call for a developing, not a stagnant, institution. The taxpayer is confronted with the question: Would you prefer that the institution in your town should not be a growing one?

It may be safely assumed, also, that if Oberlin were without any educational institution, the citizens would not oppose the founding by the State and the introduction into Oberlin of a new department of the State University, a state agricultural college, or a state normal school, that would bring into the community one hundred and fifty

teachers and officers and two thousand students; although in this case all the property of the institution would be exempt from taxation, and the institution itself supported by direct taxation of the State, including Oberlin, and every step in the growth of the institution would mean further taxation. The way in which many towns in the State — Oberlin among others — have urged their claims for the establishment within their boundaries of some state institution, is clear evidence that the presence of such an institution, though exempted from taxation, is supposed to be a direct financial gain to a town. It can hardly be doubted that this supposition is correct; and the simple fact is that a privately endowed institution like Oberlin, bringing into the Community the same number of teachers and pupils, gives the same amount of financial benefit to the Community, as a state institution, with less cost; for in this case there is at least no direct taxation of any kind.

Exemption from Taxation

To turn now to the direct question of the exemption of college property from taxation, it is to be said that the custom of exempting certain properties of Ohio colleges from the payment of taxes is as old as the State itself. On various occasions attempts have been made to have College property listed for taxation. These attempts have usually referred to the taxation of real property in some of its phases, and it was not until 1905 that there was any movement in the State to list *endowment* funds for taxation. At that time a test case was brought into Court, in the decision of which the policy of exemption was upheld. Exemption has included all kinds of property except rented houses and rented lands; rented houses and lands have been taxed.

The Sections of the General Code of the State of Ohio under which Colleges have been exempted from taxation are as follows:

Section 5349. Public school houses and houses used exclusively for public worship, the books and furniture therein and the ground attached to such buildings necessary for the proper occupancy, use and enjoyment thereof and not leased or otherwise used with a view to profit, public Colleges and Academies and all buildings connected therewith and all lands connected with public institutions of learning, not used with a view to profit, shall be exempt from taxation. * * *

Section 5353. Lands, houses and other buildings belonging to a county, township, city, or village, used exclusively for the accommodation or support of the poor, *and property belonging to institutions of public charity only*, shall be exempt from taxation.

The application of these principles to Oberlin College requires a statement concerning both the taxable property of the College, and that exempt under the law from taxation.

Taxes Paid by Oberlin College

In June, 1912, Oberlin College owned twenty-three parcels of real estate in Oberlin which were not in use for College purposes, and were, therefore, taxable. The total assessed value of this property was \$158,670.00, including, of course, the Straus block, with the hotel and stores. The College paid the regular tax rate upon this property for the year 1911, amounting to \$1,666. As the facts now stand, the College is decidedly the largest single taxpayer in the Town. In addition to this, it is to be remembered that the College is not exempted from taxation for special improvements, such as sewers and pavements. The College pays these assessments both upon rented property and upon the property used for College purposes. The amount paid by Oberlin College for these special assessments for the single year 1911 was \$2,138.76. It may be added that the total amount paid by

Oberlin College toward paving the streets since 1897 is \$20,128.42. It may be said, in passing, that although a considerable portion of the Johnson property (not yet formally in the hands of the College) was from the beginning clearly intended for College purposes, and was definitely set aside for the Academy of the College last June, this property — contrary to common rumor — has not yet been withdrawn from taxation, but, in accordance with the desire of the donor, a close friend of the College, has been retained for the present on the tax list. This may indicate, at least, that the College has not been inclined to press for its rights at the first possible instant.

Besides the payment of these regular and special taxes, the College has been making various other *direct financial contributions* to the Town's advantage. For example, of the amount of the paving tax, for the year 1911, (\$2,138.76) \$590.58 was for the paving assessment on three sides of the College campus, chargeable to the campus and not to other buildings and grounds. This might well be considered as a direct public contribution; for the campus, as constituting so largely a town park, may be regarded as in a certain sense public property maintained by the College for the general good. The College Arboretum is practically another public park maintained at College expense. The expense of caring for the campus, including lighting, amounting to almost exactly \$800 a year, is also practically a direct public contribution. It deserves mention, too, that the College gave outright \$5,200 to the original expense of building the water works, and contributed besides \$1,500 toward the expense of building the trunk sewers. These payments were, of course, in addition to the regular charges for services which were paid whenever connections were made. The College has also at different times provided at its own expense considerable police service. It makes, too, a direct contribution of \$750 a year to the Town

Hospital, of which never more than two-thirds has been used for the care of cases of illness among students. The record for the four years, since this hospital expense has been put into the regular budget of the College, shows that the College has been making on an average an annual outright gift of almost exactly \$450 toward the expense of the Hospital. The College maintains, besides, a house for the isolation of contagious diseases at an annual expense of \$300.

It is thus to be seen that, through the years the College has been contributing directly no inconsiderable sum to the taxation needs of the Town; and it may be added that it desires to continue to do in this way all that can reasonably be asked, *in fidelity to the trusts* imposed upon it by the conditions of the gifts which it has received. For it needs always to be borne in mind, that its trust funds lay specific obligations on the College, which do not permit the College to use the income from these funds in any way it might desire; the income must be strictly used for the purposes for which the fund was given. The gifts for the water works and the trunk sewers were, however, only illustrations of the constant practice of the College, of holding itself ready always to join in general improvements desired by the Town.

Moreover, in estimating the taxation burdens of the citizens of Oberlin, it seems often to be forgotten that the persons connected with the College are "citizens" in the same sense as any other inhabitants of the town, and must share in all the burdens of taxation. They have always recognized the need of public improvements, and have not only paid (as they must) their part of the taxes, but have always contributed their full share in other ways toward making the Town a good place in which to live. Let it be remembered, for example, how large a share in the support of the churches of the Town is assumed by members of the Faculty of the College.

Property Exempt From Taxation

From this consideration of the taxable property of the College, we are now to turn to note the facts concerning College property exempt from taxation. Our survey at this point may properly begin with the year 1899,—the year in which sites for additional buildings began to be purchased. Since 1899 the College has converted to its own uses and thus withdrawn from taxation the following properties.

	Tax Value
Peck property (Chemical Laboratory).....	\$ 1,310.00
Lincoln property (Botanical Laboratory).....	1,130.00
Williams property (Rice Hall).....	1,130.00
Powers property (Offices)	1,000.00
MacDaniels property (Dascomb Cottage).....	2,120.00
Wilcox property (Dickinson House).....	1,070.00
Squire property (Library).....	1,980.00
Searles property (Library).....	1,180.00
Vance property (Geological Laboratory).....	670.00
Hale property (Men's Building)	940.00
Hale property, rear, (Men's Building)	130.00
Parsonage property, rear, (Men's Building)	50.00
Twining property (Men's Building)	855.00
Twining property, rear, (Men's Building)	20.00
A. B. Johnson property (Men's Building)	1,390.00
E. P. Johnson property (Men's Building)	865.00
MacDaniels property (Back of Dickinson House)	20.00
Strong property (Back of Dickinson House) ..	75.00
Lyon property (Back of Dickinson House)	50.00
Arboretum	435.00
Base ball park.....	575.00
Dill Field.....	115.00
Finney property (Rear of Finney Chapel)	575.00
	<hr/>
	\$17,685.00

The tax value of the property thus withdrawn during this period from taxation, it will be seen, was \$17,685. Under the present method of appraisal, the tax value would be about three times the former valuation, or \$53,055. This

represents the total amount of property in Oberlin that has been withdrawn from taxation during the last thirteen years, — about one-third, it will be noticed, of the amount of property upon which the College is now regularly paying taxes. Leaving out of account entirely, for the moment, possible offsets for this diminution of taxable property, what are the facts, as precisely as they can be gotten at, concerning these properties, thus withdrawn from the tax list of the Village of Oberlin?

In the first place, in several cases, at least, it has meant that the owners of the property have simply bought some other property in Oberlin and either improved the house bought or built entirely anew, and thus added to the taxable property of the Village. The old house, too, that stood on the property purchased by the College, has usually been removed to some other portion of the Village, and there continued to pay, with the lot it occupies, its share of taxation. Moreover, whenever the College has converted a piece of property to its own uses, this has ordinarily meant that the valuation of all surrounding property has been distinctly increased, and in this way also the amount of taxable property enlarged. The facts would seem to show that the conversion of Village property to direct College uses has rather increased than diminished the taxable property of the Village.

And this is not all. Where the College proceeds to place a building upon the property acquired, the erection of this building, as noted a little later, brings a large measure of employment and business opportunities to citizens of Oberlin. And when the building is once completed and equipped for College uses, it practically always means that there are actually employed, on the site of the property so exempted, decidedly more salaried persons than occupied the property when it was used for private purposes. A striking illustration of this is to be found in the case of the Library Building. Two families formerly occupied the two houses

that stood on the site of the Library, but there are now employed in the Library not less than eighteen salaried people, who need to have homes elsewhere in the Village, which must pay their share of taxation, and whose living expenses contribute to the total amount of money spent in Oberlin. The other buildings erected on exempted property would naturally not show so many employes; but the erection of every such building is practically sure to mean an addition to some portion of the staff of the College and to the number of janitors; and the number of salaried employes who have their place of work in the new building is probably in every case greater than the number previously occupying the site of the new building. These combined considerations only tend to make clear in detail what might well be assumed at the outset — that substantial growth on the part of the College is certain to mean in itself growth in the financial resources of the Town. Leaving out of account, therefore, all other offsets, it is believed that the *direct consequences of the withdrawal of property from the tax list for College uses* insure an increase rather than a diminution of the taxable property of the Village.

We have so far traced simply the direct effects of the exemption of College property, which seem to show gain rather than loss for the Town. But even if there were an actual loss to the taxable property of the Village to the full amount of the property withdrawn, there would still be *various offsets* that require recognition, and more than make good any such supposed loss. It has been seen that in the thirteen years since 1899 there has been withdrawn for College uses on the present method of appraisal, property amounting to \$53,055. It is to be noted now, on the other hand, that during the same period twenty-one persons connected with the College and deriving their support therefrom, have added to the tax value of Oberlin real estate \$125,610. This does not exhaust the additions so made, but in-

cludes the larger amounts. This sum must be increased by the further sum of \$111,000, the value of eleven pieces of taxable property added during the same time to the tax list, directly because of the presence of the College — chiefly new boarding houses. This makes an aggregate of \$236,610, that in the thirteen years under survey have been added to the taxable property of Oberlin Village, directly because of the presence of the College. In other words, it is evident, setting aside all other considerations for the present, that the College has caused to be added to the tax list of the Village of Oberlin much more than four times the amount withdrawn from taxation. To this should still be added a large amount of other increases in taxable property, *indirectly* due to the presence of the College, but more difficult to estimate.

It would seem thus to be clear that, even during those years in which there has been the largest amount of Village property withdrawn from taxation for College uses, the presence of the College has largely increased instead of diminished the tax list of the Village.

The Tax Rate

But it might still be urged by those who think that the College should pay a larger amount of taxes, that the almost inevitable demands of a large and growing institution might call for such extra expenditures on the part of the Town, as would noticeably push up the tax rate, especially where so much property is exempt. Accordingly it is often claimed that the tax rate in Oberlin is unusually high because of the exemptions of College property from taxation. The following lists of Ohio towns, with their population and assessed valuation for taxation and the rates paid by each town, would indicate that residents of Oberlin have not been paying an excessive tax as compared with other towns in the State of about the same population, whether students are reckoned into the population or not.

For if the students are so counted, Oberlin's population would be just about 6,000, and be brought thus into comparison with Ohio towns of from 5,000 to 7,000. A complete list of all such towns follows:

	Population 1910	Assessed Valuation 1911	1911 Rate in Mills
Ashland	6,795	8,210,690	13.0
Athens	5,463	6,736,090	12.0
Bellevue	5,209	2,442,210	9.6
Bowling Green	5,222	2,380,950	14.4
Canal Dover	6,621	7,582,290	10.0
Circleville	6,744	7,319,196	11.2
Delphos	5,038	4,114,459	14.7
Gallipolis	5,560	3,618,860	15.0
Greenville	6,237	7,730,890	12.8
Jackson	5,468	4,136,570	15.0
Madisonville	5,193	3,958,820	15.0
Nelsonville	6,082	3,679,335	15.0
Newburg	5,813	5,324,065	10.0
<i>Oberlin</i>	<i>Est. 6,000</i>	<i>5,781,665</i>	<i>10.5</i>
Painesville	5,505	6,351,170	11.0
Ravenna	5,310	1,105,860	13.6
St. Bernard	5,002	7,563,740	11.3
St. Marys	5,732	5,601,504	11.6
Sidney	6,607	6,511,400	15.0
Wapakoneta	5,349	5,367,528	14.2
Wellston	6,875	4,197,182	15.0
Wooster	6,136	7,124,468	12.4

Let it be emphasized that this is a complete, not selected, list; and then let it be noticed that only three towns in the entire twenty-one have a lower tax-rate than Oberlin — Bellevue, Canal Dover, and Newburg — a manufacturing town. *All* the others have a higher tax-rate, only one town being within half a mill of Oberlin's rate.

But, if it is desired not to reckon the students in Oberlin's population, then Oberlin would be brought into com-

parison with Ohio villages of from 4,000 to 5,000. A complete list of all such towns follows:

	Population 1910	Assessed Valuation 1911	1911 Rate in Mills
Barnesville	4,233	\$3,669,560	13.2
Cuyahoga Falls	4,020	3,587,640	12.6
Dennison	4,008	3,084,310	14.8
East Youngstown	4,972	11,603,020	7.5
Greenfield	4,228	2,963,420	15.0
Hillsboro	4,296	3,802,070	12.5
Kent	4,488	4,269,640	13.4
Logan	4,850	4,184,144	15.0
Miamisburg	4,271	4,220,610	14.2
Mingo Junction	4,049	5,726,240	13.8
Napoleon	4,007	3,801,670	14.6
Oberlin	4,365	5,781,665	10.5
Pomeroy	4,023	2,597,070	15.0
Shelby	4,903	4,344,480	15.0
Toronto	4,271	1,332,950	12.7
Uhrichsville	4,751	3,964,520	11.0
Wilmington	4,491	4,738,680	13.0

It will be seen that only one town in this list of sixteen shows a smaller tax rate than Oberlin,—East Youngstown—whose valuation is exceptionally large because of its steel mills. Only one other town—Uhrichsville—has a rate within a half a mill of Oberlin's rate, all the others being considerably higher.

On either basis of comparison, thus, it would seem plain that, looking at the State at large, Oberlin's tax rate has been not only not excessive, but exceptionally low.

Still, an exceptionally low tax rate might *conceivably* be due to any one or more of several causes: (1) to the fact that the Town was undertaking very little in the way of public service; (2) to rare financial ability on the part of Town officials; (3) to the extraordinary natural advantages of the Town; (4) to an unusually honest and complete return of property for taxation on the part of the citizens of the Town; (5) to a very excessive valuation; (6) or,

finally, to a really unusually large amount of taxable property in the Town. It is probably not claimed by any that Oberlin's low tax rate is due to any one or all of the first three causes named. The fourth cause may have somewhat affected the result. I trust that Oberlin's citizens do maintain a high standard in the matter of tax returns; but no one would ascribe the full difference to this. There are left, then, two possible causes — excessive valuation, and a really unusually large amount of property for a town of Oberlin's population.

Has, now, Oberlin's low tax rate been due to extravagant over-valuation? So much has been made, honestly enough, of Oberlin's supposed excessive valuation that it may be worth while more exactly to scrutinize the facts at this point. First of all, it seems certain that Oberlin's earlier valuation was unusually low, and so the rate now seems excessively high, partly on that account. In the second place, the State, by its recent legislation in making a uniform rate of ten mills over all the State, naturally looked to a higher average valuation to meet taxation claims. In the third place, it is to be noted, also, that just on account of the new law concerning taxation, the assessed valuation has probably been more evenly made the State over than ever before. In the fourth place, it need not be denied that it is quite possible that a part of Oberlin's assessed valuation may be due to extravagant over-estimate of property, but it is quite impossible that Oberlin's entire showing at that point should be so explained. For the most important consideration of all is, that Oberlin's superior showing is not a matter of some ordinary percentage, but that the comparative assessed valuation of Oberlin as indicated in these tables is quite too large, as will be immediately shown, to be ascribed simply to over-valuation. The conclusion, therefore, seems inevitable that Oberlin's low tax rate can not be attributed merely to an extravagant over-estimate of its taxable property, but is rather clearly to be chiefly attributed to the sixth cause named, that is, to the simple fact that Oberlin has a

distinctly larger amount of taxable property than most towns of its size in Ohio. This result itself emphasizes, therefore, another important fact which the tables bring out; not only has Oberlin's tax rate been considerably lower than that of most towns with which it can be brought into comparison in Ohio, but also the amount of its taxable property, when compared with these same towns, is distinctly higher.

The Amount of Oberlin's Taxable Property

Turning, then, from the question of the tax rate, the bearing of these tables should be noted on the other question, *whether the presence of the College, with the involved exemption of property used for College purposes, tends to diminish the amount of taxable property in the Town.*

To this question also the tables already presented seem to give a decisive answer. From the second table it will be seen that no other Ohio town of a population of from four thousand to five thousand,—except East Youngstown, already referred to—has so much taxable property as Oberlin. The only other town in the list of sixteen towns that approaches Oberlin's valuation is Mingo Junction, also a steel town. *No other town in the list comes within a million dollars of Oberlin's valuation.* Twelve of these towns have a valuation of over a million and a half less; and six have a valuation more than two millions less. Differences like these cannot be charged simply to over-valuation. What has brought about this superior showing of Oberlin? Is there any doubt that this unusually large amount of taxable property in Oberlin cannot be fairly attributed to anything else than the presence of the College?

When the question concerns assessed valuation, it is plain that students ought not to be counted into the population. But even when Oberlin is compared with towns of five thousand to seven thousand—that is, towns of from one to three thousand more inhabitants—as in the first table, it will be seen that only nine towns out of the twenty-one of that population in the State of Ohio, have more taxable property

than Oberlin. This is a remarkable showing; for eight of the nine towns having more taxable property than Oberlin, have a population more than one thousand larger—that is, about a fourth larger—than Oberlin's town population. Six of the nine have a population nearly or quite two thousand larger—that is, nearly one-half larger—than Oberlin's. It would seem clear, therefore, that the presence of Oberlin College, *with* the involved exemption from taxation of property used for College purposes, has not diminished the amount of taxable property in Oberlin, but, on the contrary, has much increased it. In other words, careful comparison of Oberlin with all the towns in the State with which from any point of view it could fairly be compared,—whether one has the tax rate or the assessed valuation in mind—tends to establish conclusively that Oberlin has greatly profited financially by the presence of the College.

All this is quite in line with a similar investigation made for Massachusetts towns. The detailed tables submitted by President Eliot of Harvard University in connection with his address before the legislative committee of Massachusetts showed, to quote the headings of his tables, first, that “college towns have no higher rates than non-college towns;” second, “that in college towns the percentage of their taxable property to that of the whole county is higher than the percentage of their taxable individuals to the number of taxable individuals residing in the county;” third, “that exemption does not diminish the amount of taxable realty in college towns as compared with other towns.”

Arguing then simply from the point of view of taxation, the facts would seem to indicate that the financial burdens of the Town are diminished rather than increased by the presence of the College.

*Ways in Which Oberlin College Financially Benefits
the Village of Oberlin*

But the largest financial benefits conferred by the presence of the College on the Town are doubtless not to be shown

by a study of taxable properties. College building operations, College business, and the expenditures of College students and teachers make a far larger contribution.

In the first place, during the years from 1900 to 1911, the College has erected Severance Chemical Laboratory, Warner Gymnasium, the Memorial Arch, the Finney Memorial Chapel, the Carnegie Library, the Men's Building, and Rice Hall, involving expenditures aggregating \$690,720, not counting the large building operations of the year 1912. These *building operations* have unquestionably benefitted the Town because of the labor they have furnished to the working men of Oberlin and the material they have required, which Oberlin merchants have to no small extent furnished. That amount of money could not be put into buildings in any town of forty-four hundred inhabitants, without considerably increasing the amount of money in circulation in the town.

The regular *business of the College* also involves large expenditures in the Town of Oberlin. It is sometimes carelessly said that the College does not buy supplies for the boarding halls from local dealers; but the table submitted herewith shows that more than 81 per cent of the cost of maintaining Talcott Hall, Baldwin Cottage, Lord Cottage, and Dascomb Cottage was spent in Oberlin during the year 1911-12.

	Total Expenditures	Supplies, Labor, Furnishings	Heat, Light, Water, 'Phone	Salaries Steward or Matron
Talcott	\$21,508.20	\$16,587.12	\$2,941.08	\$1,980.00
Baldwin	9,663.82	7,515.49	1,548.33	600.00
Lord	9,912.10	8,290.02	1,122.08	500.00
Dascomb . . .	6,698.83	5,412.23	786.60	500.00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$47,782.95	\$37,804.86	\$6,398.09	\$3,580.00
		Bought in Oberlin	Bought elsewhere	
Talcott		\$14,227.49	\$ 7,280.71	
Baldwin		9,101.81	662.01	
Lord		9,240.01	672.09	
Dascomb		6,316.25	382.58	
		<hr/>	<hr/>	
		\$38,885.56	\$ 8,997.39	
		81.38%	18.62%	

It should be emphatically said that it is in general the policy of the College officers to make purchases of all kinds of supplies, both for the construction of buildings and for the care and repairs that are necessary from year to year, from local dealers whenever it is possible to do so without financial loss. The College *prefers* to purchase through local dealers, wherever it can do so with equally satisfactory results and without unnecessary loss of time. A policy more favorable to local dealers than this the College does not feel at liberty to pursue, in fidelity to the trusts imposed by the funds which it is using. The supplies and repairs for College buildings, other than dormitories, for the year 1911-12 amounted to \$12,737.58. Practically all of this amount went into the hands of local merchants for material and labor. In other words, for the items just now under review, over \$51,000 was spent directly in Oberlin in the conduct of the College business last year.

And this is still the smaller side of the financial benefit of the College to the community, for *student expenditures* must also be taken into account. The total enrolment in all departments of the College for the year 1911-12 was 1789. It is safe to estimate the average attendance at 1700, and the average amount spent by each student (in addition to the amount paid to the College for term bills and other College charges) at \$300, giving us the very large sum of \$510,000, most of which is spent in Oberlin.

To this is yet to be added the financial benefit to the Town involved in endowment increases. The endowment funds of the College have more than tripled since 1895. That simply means that within that period there have been added to the strictly endowment resources of the College \$1,459,-134.80. Now, the *income from endowment* goes almost wholly into salaries, and the College teachers probably spend about as large a proportion of their income in Oberlin as do other citizens. What non-college town of forty-four hundred inhabitants has had the *annual* expenditure in it increased, in

the last seventeen years, by the income of nearly one million and a half dollars—\$75,000—brought in entirely from outside, in addition to its own normal growth? And what other college or non-college town in the State of Ohio of forty-four hundred inhabitants is having spent in it regularly, entirely from outside resources, a large part of the income of two and one-eighth millions of dollars?

Moreover, it is not to be forgotten that the College *income from term bills* is considerably larger than its income from its entire endowment, and this income, amounting to about \$190,000 a year, is also largely spent in Oberlin.

One other point should be made clear, in connection with this whole matter of income. *The College is in no sense an institution conducted for profit*, in the meaning properly to be given to that word. For if in any given case, the receipts from a college boarding house, for example, should exceed its expenditures, the entire amount of such gain is simply added to the resources available for educational purposes. It cannot be set aside for the private gain of any individual. In some way every bit of income derived from any source must be devoted to furthering the interests or enlarging the advantages of the College as an educational institution.

Now, is it for an instant conceivable, that the facts thus reviewed do not mean that the Town immensely profits financially, rather than loses by the presence of the College? President Eliot probably did not put the matter too strongly when he said in his argument before the Massachusetts legislature, that "there is no burden whatever on the towns and cities which contain institutions of higher education,—absolutely none; no burden at all, but, on the contrary, enrichment and elevation for all the towns and cities in Massachusetts which have the happiness of containing these institutions." And the statement remains true for Ohio. The truth is that the College is the one great means of support in the Village of Oberlin.

Taxation of Endowment Funds

There remains still to be answered the second question earlier proposed: Is it desirable for town or state to tax money given for the endowment of an educational institution?

Financial Considerations

Looking at this question, simply from the financial point of view, so far as *the interests of the State* are concerned, it is to be urged that the increase, for example, in Oberlin's endowment came almost wholly *from outside the State*. To tax such endowments, given for educational purposes in the State of Ohio, would be one of the surest ways to discourage the coming of further money for such purposes into the State. For it would mean that any prospective donor must have it in mind, that his investment for educational purposes would be one-fifth less effective if made in Ohio than in other states exempting such endowments. Now, the total assets of Oberlin College have been doubled in the last ten years, and that means that the larger part of two million dollars has come into Ohio in that time, from outside the State, for investment for educational purposes here at Oberlin. And Oberlin College is only one of a number of colleges profiting by such outside benevolence. Taxation of educational endowments would just as certainly tend to discourage givers from within the State. The success, therefore, of the proposal to tax educational endowments would be certain to be a great blow to the growth of Ohio educational institutions; for it would tend to discourage not only the large amount of help for its educational work which is now coming to Ohio from outside its borders, but also gifts from within the State. *There is no way so cheap in which the State can get its higher educational work done, as by encouraging private benevolences for educational institutions, through exemption of such gifts from taxation.* Any other policy would tend

to make the State lose *capital*, where at most it can now be said to lose *interest*. For the amount the State loses by exempting such properties from taxation is very small, compared with the amount of private capital so secured for educational purposes.

The same line of argument holds in general for *the college town* as well as for the state. For the town benefits so immediately and directly by the growth of the college, that anything tending seriously to retard that growth would entail large financial loss for the town. And it does not seem to have been at all realized how serious a blow would be struck at the prosperity of the Town, because at the growth of the College, by the success of the present effort to tax a million dollars of the endowment of the College—nearly half of the entire endowment fund that the College has been able to gather in its history.

Considerations of the Higher Good

So far, our discussion has gone forward on the basis of financial profit to the Town or State. But it should be perfectly obvious that the question cannot for a moment be left upon that basis. The reasons for the existence of higher education are never primarily financial. Institutions of higher learning are undertaking the high and supremely important task of training a large part of the leaders of the national life in all departments. It should be considered a great and high privilege for any town to have a large share in this supremely important work; and Oberlin has gloried in the service. And the incidental benefits to the college town in enlarged intellectual, moral, and religious opportunities, and in the advantage of all the privileges of higher education for the children of the community, are vastly significant. Higher education is essential to the life of the nation, and the state is amply justified in its policy of the exemption of educational properties from taxation, because of the encouragement thus given to private benevolence. As Presi-

dent Eliot says: "There are two ways in this world to carry on the higher educational institutions": "one way is by direct support of the government"; the other way is the endowment method. "What is the essence of that method?" It is nothing but offering the inducement, as President Eliot says in substance, to the public spirited men and women who are ready to give their private money and property to the support of the higher education, that if they will do so, then such property shall be forever exempted from assessment for other public uses. President Eliot's full argument deserves reproduction as giving the real ground for exemption of educational endowments, and as showing the way in which such exempted funds should be regarded.

How Exempted Funds Should Be Regarded

"The property which has been set apart for religious, educational, and charitable uses is not to be thought of or dealt with as if it were private property; for it is completely unavailable for all the ordinary purposes of property, so long as the trusts endure. It is like property of a city or state which is essential for carrying on the work of the city or state, and so cannot be reckoned among the public assets; it is irrecoverable and completely unproductive. The capital is sunk, so to speak, just as the cost of a sewer or a highway is capital sunk. There is a return, both from a church or a college, and from a sewer or a highway, in the benefit secured to the community; but the money which built them is no longer to be counted as property, in the common sense. It can never again be productive, except for the purposes of the trust for which it was set apart.

"When a new road is made where there was none, the state, or some individual, sacrifices the value of the land it covers, and the money spent in building the road. It also sacrifices the opportunity to tax, in the future, the improvements which might have been put upon that land if it had not been converted into a road, and all the indirect taxable

benefits which might have been derived from the use for productive purposes of the land, and of the money which the road cost. When a church, or a college, or a hospital, buys land, and erects buildings thereon, the state does not sacrifice the value of the land, or the money spent upon the buildings; private persons make these sacrifices; but the state does sacrifice, by the exemption statute, the opportunity to tax, in the future, the improvements which might have been put upon that land if it had not been converted to religious, educational, or charitable uses, and all the indirect taxable benefits which might have been derived from the use for productive purposes of the land, and of the money which the buildings cost.

The Ground for Exemption

“This is the precise burden of the exemption upon the state. Why does the state assume it? For a reason similar to, though much stronger than, its reason for building a new road, and losing that area forever from taxation. The state believes that the new road will be such a convenience to the community, that the indirect gain from making it will be greater than the direct and indirect loss. In the same way the state believes, or at least believed, when the exemption statute was adopted, that the indirect gain to its treasury which results from the establishment of the exempted institution is greater than the loss which the exemption involves. If this belief is correct in the main, though not perhaps universally and always, the exemption can hardly be properly described as a burden to the state at large.

“The parallel between a sewer or a highway, on the one hand, and land and buildings of exempted institutions, on the other, may be carried a little farther with advantage. The abutters often pay a part of the cost of the sewer or the highway which passes their doors, because it is of more use to them than to the rest of the inhabitants, and the members of the religious, educational, or charitable society erect their

necessary buildings and pay for their land themselves. If it be granted that the religious, educational, or charitable use is a public use, like the use of a sewer or a highway, there is no more reason for taxing the church, the academy, or the hospital, than for annually taxing the abutters on a sewer or a highway on the cost of that sewer or on the cost of the highway and its value considered as so many feet of land, worth, like the adjoining lots, so many dollars a foot. The community is repaid for the loss of the taxable capital sunk in the sewer by the benefit to the public health, and the resulting enhancement of the value of all its territory. In like manner, it is repaid for the loss of the capital set apart for religious, educational, and charitable uses, by the increase of morality, spirituality, intelligence, and virtue, and the general well-being which results therefrom. To tax lands, buildings, or funds which have been devoted to religious or educational purposes, would be to divert money from the highest public use,—the promotion of learning and virtue—to some lower public use, like the maintenance of roads, prisons, or courts, an operation which cannot be expedient until too large an amount of property has been devoted to the superior use. This is certainly not the case in Massachusetts today. The simple *reasons for the exemption* of churches, colleges, and hospitals from taxation are these: first, that the state needs those institutions; and secondly, that experience has shown that by far the cheapest and best way in which the state can get them is to encourage benevolent and public-spirited people to provide them by promising not to divert to inferior public uses any part of the income of the money which these benefactors devote to this noblest public use. The statute which provides for the exemption is that promise.”

The line of argument thus presented faces squarely the question of exemption, and is straightforward and convincing. It may well be left to make its own appeal.

In the discussion of this whole question of the relation of Oberlin College to the Town of Oberlin there has been the constant desire to see all the facts from the point of view of the Town as well as of the College. The President has not the slightest doubt that the best interests of both lie together and not apart. Both Town and College will be most benefitted by a College policy that is free to seek the best interests of its students, broadly considered, and so free to insure the presence in Oberlin of a College that deserves to rank with the highest.

Respectfully submitted,

HENRY CHURCHILL KING.

REPORTS OF GENERAL OFFICERS AND HEADS OF DEPARTMENTS

REPORT OF THE SECRETARY

To the President:

SIR—I have the honor to present herewith my annual report as Secretary of Oberlin College, covering the year 1911-12.

That part of the work of the Secretary's Office that has to do with the admission of students to the College of Arts and Sciences will be printed under the title "Report of the Chairman of the Committee on Admission" (see pages 221-239).

For almost three months during the summer of 1912, from the 25th of June to the 15th of September, the Secretary's Office was permitted to occupy rooms on the first floor of Rice Hall for office purposes, instead of the uncomfortable quarters on the second floor of the Administration Building. In Rice Hall the work of the Secretary's Office went forward comfortably and effectively. Late in the summer the office rooms in the Administration Building were painted and papered and were made much lighter and more attractive than heretofore.

In my last report I expressed my satisfaction with the appointment of Mr. John E. Wirkler as my assistant. Mr. Wirkler has now been associated with me for more than a year, and the success of his work fully justifies the appointment; he has directed the "follow-up" correspondence with prospective students and the distribution of catalogues and advertising material to the high schools and the high school students: he has also taken charge of the printing of the Annual Catalogue and of the Annual Reports, and has effectively helped me in the miscellaneous work of the office. That we were able to maintain our usual number of freshmen in the fall of 1911, in spite of the advance in the college term bill, and that we have enrolled this fall at

least thirty more students of freshman grade than last year, are results due in large measure to the very effective direct work done by Mr. Wirkler, as well as to the fact that by reason of the relief from other office work I was able to give more prompt and satisfactory attention to the final correspondence with prospective students and to the adjustment of their entrance credits.

In my report of last year I spoke of two important projects upon which it was hoped to make a beginning, so far as might be possible, after carrying out the regular office work: (1) the preparation of a new Office Register of Alumni; and (2) the preparation of a complete Index of Faculty Minutes. I regret to report that we have not been able to undertake either of these projects, but it is our hope to take up both of them during the coming year. A compilation of the faculty actions, including the preparation of a quick-reference index of the votes, and the publication in pamphlet form of such faculty legislation as seem to define matters of policy, would, in my judgment, constitute a very important contribution to the more effective internal administration of the college.

The material in this report will be grouped under two main heads, as follows:

I. PUBLICATIONS

II. OFFICIAL RECORDS AND STATISTICS

I. PUBLICATIONS

THE BULLETIN OF OBERLIN COLLEGE

The Bulletin of Oberlin College included the following numbers during the college year 1911-12:

No. 73. Student Directory for 1911-12. Edition 400. October 28, 1911.

No. 74. Annual Reports for 1910-11. Edition 4,200. December 15, 1911.

No. 75. Annual Catalogue for 1911-12. Edition 7,500. January 15, 1912.

No. 76. Book of Views: Campus and Buildings. Edition 16,000. February 1, 1912.

No. 77. Catalogue of the Theological Seminary. Edition 1,700. March 1, 1912.

No. 78. Catalogue of the Summer Session. Edition 2,000. March 15, 1912.

No. 79. Catalogue of Oberlin Academy. Edition 1,500. May 15, 1912.

No. 80. Announcement of Courses, College of Arts and Sciences. Edition 5,000. May 18, 1912.

No. 81. Catalogue of the Conservatory of Music. Edition 3,000. July 15, 1912.

Of the above, No. 74, the Annual Reports for 1910-11, was mailed to all the alumni. Many of the alumni also received copies of the annual catalogue. The College expects to send catalogues to all graduates engaged in teaching, and to any other graduates who express a desire to receive these publications.

In sending out the Annual Reports to the alumni, we enclosed cards inquiring whether the alumni wished to receive the Annual Reports each year, and asking the alumni to sign and return these cards indicating their desire to receive these reports annually. Approximately 490 of the alumni returned these cards indicating their desire to be on the regular mailing list. It is the plan of the College to divide the remaining alumni into three groups, and to send the Annual Reports to one of these groups each year, thus reaching the remaining alumni every third year instead of every year; of course each time we send the Annual Reports to these groups of alumni who have not indicated a desire to be on the regular list, we shall enclose cards giving the opportunity to secure the reports annually.

Only one edition of the general catalogue was issued. In place of the second catalogue edition, the College of Arts and Sciences issued a bulletin containing announcements of courses to be offered during the year 1912-13. These college announcements proved to be of very great value, not only to the students who were in attendance last spring, who needed the information contained in the announcements in order to arrange their courses of study for the year 1912-13, but also to prospective freshmen and to new students coming with advanced standing. A change has also been made in the size of the pages of the college announcement; hereafter the Annual Reports, the general catalogue, and the college announcement will be uniform in size, printed on somewhat lighter paper than has been used heretofore for the annual catalogues.

and mimeographing work now being done by one of Professor Root's clerks in the library. Suitable office quarters could be provided for a clerk to do the work proposed above, making use of one of the rooms in the building formerly used for Academy offices. Mr. Doolittle, Mr. Root, and Mr. Sherman join with me in heartily recommending the appointment of a clerk for the above work.

II. OFFICIAL RECORDS AND STATISTICS

The Secretary of the College is the custodian of the official records of the Board of Trustees and of the Prudential Committee, and an important part of his work consists in the preparation of the minutes of these two bodies and in issuing notifications of official actions taken at these meetings.

For a number of years the Secretary has also served as Clerk of the General Faculty, of the College Faculty, of the General Council, and of the College Council.

VOTE FOR ALUMNI TRUSTEES

The term of office of Mr. L. Paul Howland expired January 1, 1912. In the nominating ballot for the nomination of a successor, the following alumni received the largest number of nominations:

Mr. E. Dana Durand, of the class of 1893
Mr. L. Paul Howland, of the class of 1887
Mr. John J. McKelvey, of the class of 1884
Mr. George W. Morgan, of the class of 1897
Mr. George B. Siddall, of the class of 1891

In the final ballot, which closed November 1, 1911, Mr. E. Dana Durand received the largest number of votes and was elected to represent the alumni for the full term of six years.

The following tables will be of interest in showing the participation of the alumni in these preliminary and final ballots for alumni trustees:

PRELIMINARY BALLOT	A	B	C	D	E	F	Others	Total
1900.....	850	4	4	4	4	..	54	920
1901.....	474	14	10	9	8	..	63	578
*1902.....	...	..	..	..	..	..	..	...
1903.....	649	22	7	7	6	4	78	773
1904.....	689	8	7	3	3	..	72	782
1905.....	776	23	17	13	6	..	115	950
1906.....	1106	6	6	3	3	3	36	1163
1907.....	693	32	28	18	16	..	144	931
***1908.....	915	97	57	30	30	30	568	1727
1909.....	1003	21	17	13	9	..	89	1152
1910.....	1203	14	9	6	6	..	86	1324
1911.....	766	31	22	17	10	..	155	1001

An unusual number of the alumni (401) returned their ballot cards marked with the words "no nomination."

FINAL BALLOT	A	B	C	D	E	F	Total
1900.....	1097	354	134	98	79	..	1762
1901.....	421	293	615	106	150	..	1585
**1902.....	472	320	284	230	123	87	1516
1903.....	589	313	123	136	245	136	1542
1904.....	864	118	224	216	101	..	1523
1905.....	698	310	190	213	263	..	1674
***1906.....	1674	234	361	925	286	250	3730
1907.....	665	359	350	280	141	..	1795
***1908.....	1558	469	522	550	295	357	3751
1909.....	1098	235	237	122	229	..	1921
1910.....	1144	192	341	165	128	..	1970
1911.....	359	273	426	703	339	..	2100

*The Preliminary ballot for 1902 has been lost.

**Two to be elected—each alumnus casts one vote.

***Two to be elected—each alumnus casts two votes.

In explanation of the above it should be said that the names of either five or six candidates have been printed upon the final ballots,—five if there was but one vacancy to be filled upon the Board, six if there were two vacancies. The votes for the various

candidates are tabulated under the letters "A," "B," "C," "D," "E," and "F," candidate "A" in each case being the retiring trustee, candidate "B" being the nominee receiving the next highest number of votes on the preliminary ballot, and so on. A comparison of the preliminary and final ballots shows that approximately half as many alumni participate in the preliminary ballot as in the final ballot; it will also be seen that the retiring trustee usually receives a very large number of nominating votes, thus practically insuring a place for the retiring trustee upon the final ballot.

DEGREES AND DIPLOMAS, 1911-12

The following degrees were conferred during the year 1911-12:

Honorary—

	Men	Women	Total
Doctor of Letters (Litt.D.)	1	0	1
Doctor of Divinity (D.D.)	3	0	3
Master of Arts (A.M.)	2	2	4
	<hr/> 6	<hr/> 2	<hr/> 8

In Course—

	Men	Women	Total
Master of Arts (A.M.)	6	6	12
Bachelor of Arts (A.B.)	82	120	202
Bachelor of Music (Mus.B.)	4	11	15
Bachelor of Divinity (D.B.)	10	0	10
Bachelor of Divinity (D.B.)	10	0	10
	<hr/> 102	<hr/> 137	<hr/> 239

In addition to the above there were twenty-six diplomas issued for the completion of the work in the Teachers' Course in Physical Training; ten of these were for the course for men and sixteen for the course for women. All the graduates from the Teachers' Course, with one exception, were also graduates from the College of Arts and Sciences; one of the young women receiving the diploma of the Teachers' Course in Physical Training was a graduate of Indiana University, and had spent in Oberlin a year and a half of graduate study for the Physical Training diploma.

There was one member of the graduating class in the Theological Seminary who received the classical diploma rather than the degree of Bachelor of Divinity.

One graduate from the Oberlin Conservatory of Music in the year 1900 received the degree of Bachelor of Music to replace her diploma issued at the time of graduation.

The aggregate of all degrees and diplomas issued during the year 1911-12 was 275. The figures for the last twelve years are shown below :

1900-01.....	100
1901-02.....	102
1902-03.....	141
1903-04.....	136
1904-05.....	156
1905-06.....	171
1906-07.....	190
1907-08.....	208
1908-09.....	165
1909-10.....	235
1910-11.....	251
1911-12.....	275

During the year, three graduates of the former "Literary Course" paid to the Treasurer of the College the diploma fee of \$5 and received the degree of Bachelor of Letters (L.B.), a procedure authorized by the Board of Trustees under date of June 18, 1894. These degrees are not included in the totals.

The graduating class from Oberlin Academy numbered 62, consisting of 36 men and 26 women. Diplomas of graduation are issued to all who complete the prescribed course of study in the Academy. The diplomas issued to Academy graduates during the last nine years, since the inauguration of the practice of granting diplomas, are shown in the following table:

1903-04.....	34
1904-05.....	45
1905-06.....	62
1906-07.....	50
1907-08.....	59
1908-09.....	75
1909-10.....	72
1910-11.....	71
1911-12.....	62

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1908-09.....	75
1909-10.....	72
1910-11.....	71
1911-12.....	62

SUMMARY OF DEGREES AND DIPLOMAS

The following table shows the total number of degrees and diplomas that have been issued since the founding of the College, to date of August 31, 1912:

Degrees in Course:

Bachelor of Arts (A.B.)	3,321
Bachelor of Philosophy (Ph.B.)	308
Bachelor of Science (S.B.)	30
Bachelor of Music (Mus.B.)	84
	—————3,743

Advanced Degrees in Course:

Bachelor of Divinity (D.B.)	713
Master of Arts (A.M.)	669
Master of Science (S.M.)	2
	—————1,384

Diplomas:

Literary Course	967
Normal Course in Physical Training (Women)....	35
Teachers' Course in Physical Training— (four-year course)	136
Conservatory of Music	159
Classical Course, in Theological Seminary.....	2
English Course, in Theological Seminary.....	69
Slavic Course, in Theological Seminary.....	23
	—————1,391

Degrees issued to replace Diplomas:

Bachelor of Letters (L.B.) in place of Literary Course Diploma	187
Bachelor of Music (Mus.B.) in place of Conserva- tory Diploma	82
	————— 269

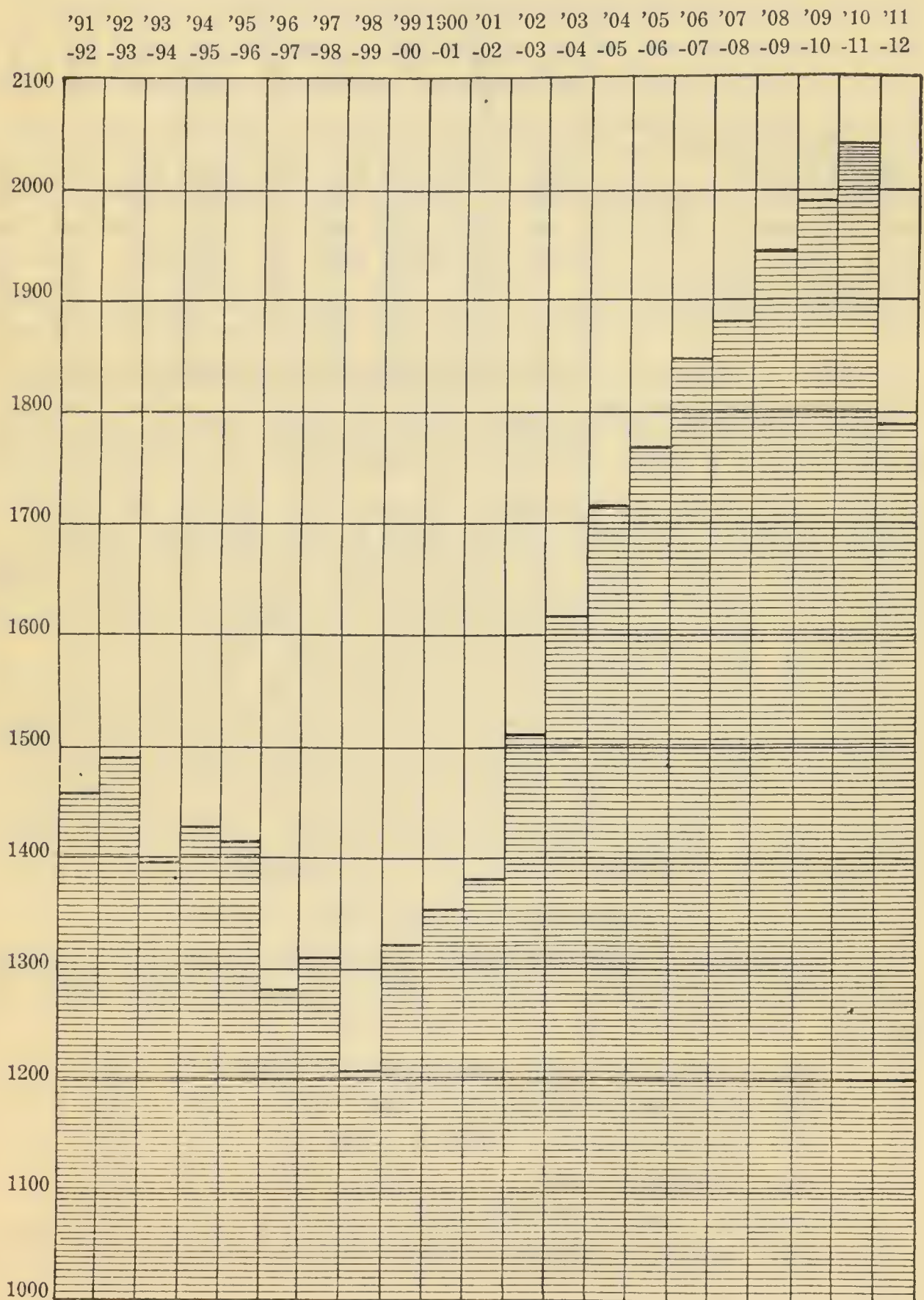
Honorary Degrees:

Master of Arts (A.M.) honorary.....	108
Master of Music (Mus.M.).....	1
Doctor of Divinity (D.D.).....	41
Doctor of Laws (LL.D.).....	26
Doctor of Science (Sc.D.).....	2
Doctor of Music (Mus.D.).....	1
Doctor of Letters (Litt.D.).....	3
	————— 182

Grand Total 6,969

ENROLMENT FOR TWENTY-ONE YEARS

The following chart shows the variations in enrolment during the last twenty-one years, beginning with 1891-92, the year in which the count was first made by the *College Year* instead of the *Calendar Year*:



GENERAL ENROLMENT, 1911-12

The following table shows the number of students in each department during the year 1911-12, with the corresponding figures for the two years preceding:

	1909-10			1910-11			1911-12		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
The College of Arts and Sciences.....	395	587	982	411	593	1004	428	570	998
The Seminary.....	54	2	56	68	3	71	39	0	39
The Conservatory of Music	56	427	483	50	429	479	33	334	367
The Academy	180	176	356	203	156	359	167	124	291
Drawing and Painting.....	2	70	72	3	67	70	3	36	39
The Summer Session.....	19	25	44	30	30	60	25	30	55
	706	1287	1993	765	1278	2043	695	1094	1789

The enrolment of students for the year 1911-12, as shown above, reached a total of 1,789. In this total we have counted all students who were in attendance at any time during the year, including fifty-five students who studied in the Summer Session of 1911, whose names were not found elsewhere in the year's enrolment. It should be remembered that the total enrolment of all students in the Summer Session of 1911 was 162.

The total registration in the Theological Seminary was 49, including the 39 students shown above, and also three students classed as Seniors in the College of Arts and Sciences, one student classed as a Junior in the College of Arts and Sciences, one Slavic student classed as a Freshman in the College of Arts and Sciences, and five Slavic students classed in the Academy.

Decrease in Enrolment

As compared to the enrolment of the preceding year, the figures for 1911-12 show a loss in all departments, distributed as follows:

The College of Arts and Sciences, loss.....	6
The Theological Seminary, loss	32
The Conservatory of Music, loss	122
The Academy, loss	68
Drawing and Painting, loss	31
The Summer Session, loss	5
Total loss	254

During the year a change was made in the method of cataloguing certain special students, not of college rank. Heretofore any person who paid a term bill in any department of the institution was counted in the final enrolment totals. It has happened that there have been a considerable number of students whose homes were in Oberlin or in nearby towns,—most of these being children in the public schools,—who have wished to carry a single study in the Conservatory of Music or in the Department of Drawing and Painting. The new arrangement, above referred to, excludes such students from the attendance totals. This new arrangement went into effect during the year 1911-12 and there were thus excluded from the totals 42 one-study pupils in the Conservatory of Music and 7 one-study pupils in the Department of Drawing and Painting. In any comparison that is made of the enrolment figures for the years 1910-11 and 1911-12 this change in catalogue treatment should be borne in mind.

In the College of Arts and Sciences the comparison with 1910-11 shows a loss of only six students, a remarkable showing when one remembers the increase in the college term-bill from \$75 to \$100 a year.

The loss in the Theological Seminary is explained in large measure by the absence of Dean Bosworth on his sabbatical year, the absence of a single Professor in a small Faculty necessarily affecting the attendance of students much more than is the case in a larger Faculty. The Seminary registration for the first semester of the present year, 1912-13, as given on page 148, shows that the Seminary has fully recovered from this temporary loss.

There was an apparent loss of 122 students in the Conservatory of Music, but the change in catalogue treatment above referred to explains a part of this loss (42), leaving a real shrinkage of 80 in the Conservatory totals. The slight increase that was made in Conservatory term bills may be responsible for a part of this loss; but it is likely that the main reason for the loss was the rigid enforcement of college entrance requirements for admission. In 1910-11, the Conservatory total of 479 students included 375 students who were of full college rank, and 104 students who were of less than college rank; in 1911-12, the total of 367 students included 362 who were of full college rank and only 5 who were of less than college rank.

With the Conservatory fully established as a real *college* of music, with absolute insistence upon college entrance requirements for admission, there seems to be no reason why a moderate growth in numbers from year to year would not be desirable. Last year's total of 367 could probably be easily increased to 475 or 500 in the

course of three or four years by the inauguration of an office system for following up inquiries, similar to the system used in the Secretary's Office for students in the College of Arts and Sciences.

The loss of 68 students in the Academy Department, representing approximately twenty per cent, is accounted for in large part by the increase in the Academy term-bill from \$50 to \$75 a year. With the appointment of Mr. Hill as Secretary of the Academy, to have charge of the work of following up the inquiries and of finding new students for the Academy Department, and with the effective distribution of the new advertising material which can now be issued, calling attention to the peculiar advantages offered by Oberlin Academy in its new location, an increase in the attendance of Academy students can confidently be expected in the course of the next few years.

The loss of 31 students in the Department of Drawing and Painting is explained by the change in catalogue treatment above referred to, accounting for seven students, and in the shrinkage in the number of students from the Kindergarten Training School who elect work in this department. Certain courses in Drawing, for which these Kindergarten students formerly came to our department of Drawing and Painting, are now taught in the Kindergarten Training School itself.

Hereafter the students in Drawing and Painting will not appear as a main group in the summary of students. Those students in Drawing and Painting who are of college rank and have met college entrance requirements will be included in the totals of the College of Arts and Sciences; all others will appear in the totals of the Academy.

States Furnishing Largest Numbers of Students

Of the 1,789 students enrolled last year, 1,726 came from 46 states and territories of the United States; 63 came from 16 foreign countries. The state of Ohio furnished 817 students. The states which sent the largest numbers of students were as follows:

Ohio	817
New York	119
Illinois	113
Pennsylvania	102
Michigan	84
Indiana	53
Iowa	50
Wisconsin	40
Minnesota	32
Massachusetts	27

STUDENTS FROM OHIO

For many years prior to 1907, the number of Oberlin students enrolled from the state of Ohio was 50 per cent of the total; during some of the years the percentage was slightly below 50, during other years it rose slightly above that mark. During the last five years, however, there has been a considerable variation from the former percentage, as will be seen by reference to the following table:

	Total	Total from Ohio	Per cent from Ohio
1906-07.....	1848	935	50.60
1907-08.....	1881	912	48.48
1908-09.....	1945	907	46.63
1909-10.....	1993	910	45.66
1910-11.....	2043	930	45.52
1911-12.....	1789	817	45.67

SUMMARY OF ALL STUDENTS: SEVENTY-FIVE YEARS

When the Former Student Catalogue was issued in 1908, the total number of students enrolled during the seventy-five years of Oberlin's history was found to be 35,682. During the years 1908-09, 1909-10, and 1910-11, additional names were added to the number of 2,451, bringing the total to 38,133. During the year 1911-12, the number of new students was 598; adding this number to the former total, the aggregate of all students who have been in attendance from the founding of the College to date of June 30, 1912, is found to be 38,731.

The above total of 38,731 may be divided as follows: graduates, 5,528; non-graduates, 33,203.

LIVING ALUMNI

The following table shows the living alumni of Oberlin College, corrected to date of August 31, 1912:

	Men	Women	Total
The College (including Classical, Philosophical, Scientific, and Literary Courses)	1630	1973	3603
The Theological Seminary	526	4	530
The Conservatory of Music	67	170	237
Teachers' Course in Physical Training.....	32	118	150
Honorary Degrees	55	13	68
Grand Totals	2310	2278	4588
Excluding duplicates (deducting for those who graduated from more than one department)	204	103	307
Net Total	2106	2175	4281

REPORT OF THE SECRETARY

THE NUMBER OF MEN IN OBERLIN

There was a loss of 70 in the total number of men who were enrolled in the various departments of Oberlin College, but the *percentage* of men shows a considerable gain; in fact the percentage of men last year was larger than it has been at any time since the year 1900-01. The following table gives the figures concerning the enrolment of men in the entire institution for the last nine years:

<i>Entire Institution—</i>	Number of Men	Total Enrolment	Percentage
1903-04.....	611	1618	37.76
1904-05.....	652	1715	38.02
1905-06.....	632	1771	35.69
1906-07.....	662	1848	35.82
1907-08.....	674	1881	35.83
1908-09.....	690	1945	35.47
1909-10.....	706	1993	35.42
1910-11.....	765	2043	37.44
1911-12.....	695	1789	38.85

NUMBER OF MEN IN THE COLLEGE OF ARTS AND SCIENCES

The following table gives the facts concerning the percentage of men in the College of Arts and Sciences for the last nine years:

<i>The College—</i>	Number of Men	Enrolment	Percentage
1903-04.....	279	633	44.08
1904-05.....	294	670	43.88
1905-06.....	297	714	41.59
1906-07.....	317	802	39.53
1907-08.....	307	818	37.53
1908-09.....	360	875	41.14
1909-10.....	395	982	40.22
1910-11.....	411	1004	40.94
1911-12.....	428	998	42.88

In the above table, it will be noted that the total number of men in the College of Arts and Sciences was greater than ever before in the history of the College; also that the percentage of men in the College Department shows a substantial increase over the preceding year, being higher than at any time since 1904-05.

For the year 1912-13, the enrolment of men to date of October 21, 1912, is 403, in a total College enrolment of 998, the percentage being 40.38.

OFFICERS AND TEACHERS

The officers of instruction and government for the College year of 1911-12 were as follows:

	Men	Women	Total
Emeritus Professors	2	0	2
Professors	45	2	47
Associate Professors	19	4	23
Instructors	10	18	28
Tutors, Teachers, and Lab. Assistants	6	5	11
Gymnasium Directors and Assistants..	4	6	10
Librarians and Library Assistants...	1	10	11
Administrative Officers and Clerks....	10	11	21
	—	—	—
Totals	97	56	153

Undergraduate students who act as teachers in the Academy or as assistants in the laboratories are not included in the above totals.

Grouped by departments, the table of officers and teachers may be shown as follows:

	College of Arts and Sciences	The Theological Seminary	The Cons'y of Music	The Academy	General	Total
Emeritus Professors.....	0	2	0	0	0	2
Professors	21	6	19	1	0	47
Associate Professors	15	0	5	3	0	23
Instructors	12	1	10	5	0	28
Tutors, Teachers, and Lab. Assistants	2	0	0	9	0	11
Gymnasium Directors and Assistants	2	0	0	0	8	10
Librarians and Library Assistants...	0	0	1	0	10	11
Administrative Officers and Clerks...	3	0	3	0	15	21
	—	—	—	—	—	—
Totals	55	9	38	18	33	153

With reference to the above table, nine of those classified "General" offer instruction in some department of the institution, as follows: President King in the College and in the Seminary; Professors Root, Leonard, Hanna, Savage, Associate Professor Cochran, Mrs. Hatch, and Instructors Gray and Nichols in the College of Arts and Sciences. It should be remembered also that Professor MacLennan offers courses in the Seminary; that Pro-

fessor Hutchins of the Seminary offers courses in the College; and that Professor Dickinson of the Conservatory offers courses designed especially for college students.

While this report is supposed to cover the College year of 1911-12 it has seemed best to present also a statement of the enrolment for the Fall term of the present year, corrected to the date of preparation of this report (October 21, 1912). To the figures for this year have been prefixed the corresponding statistics for the preceding eight years:

The College:	Fall 1904	Fall 1905	Fall 1906	Fall 1907	Fall 1908	Fall 1909	Fall 1910	Fall 1911	Fall 1912
Graduate Students	14	20	20	11	15	17	8	13	25
Seniors	108	131	144	141	130	169	178	203	219
Juniors	131	138	143	134	183	187	195	220	180
Sophomores	154	162	169	191	200	216	278	216	214
Freshmen	191	196	253	244	266	317	294	278	299
College Specials...	54	49	56	64	61	47	45	41	61
	652	696	785	785	855	953	998	971	998
The Seminary	50	48	49	53	52	58	65	53	71
Conservatory of Music	455	466	480	510	488	436	406	368	400
The Academy	325	315	318	300	286	313	315	274	264
Drawing and Painting	23	20	20	51	67	38	42	42	...
Totals	1505	1545	1652	1699	1748	1798	1826	1708	1733

In the above table it will be noted that no enrolment is shown for the Department of Drawing and Painting. Under a new arrangement, referred to elsewhere in this report (page 144), the students in Drawing and Painting will hereafter be included in the totals of the College of Arts and Sciences, if they have met the college entrance requirements; all others will be classed in Oberlin Academy. The College enrolment for 1912 as given above includes five students, and the Academy enrolment includes nine students, who in previous years would have been classed in the Department of Drawing and Painting.

Respectfully submitted,

GEORGE M. JONES.

THE COLLEGE OF ARTS AND SCIENCES

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REPORT OF THE DEAN

To the President:

SIR—I have the honor to present the following report of the work of the College of Arts and Sciences for the year 1911-12:

I. THE FACULTY

The *active membership* of the College Faculty, by which is meant the number of officers and teachers in service for at least half the year, was sixty-three. Fifty-eight, four more than in the preceding year, were teachers; this number comprised twenty-four Professors, one Acting Professor, fifteen Associate Professors, sixteen Instructors, and two Assistants. The officers who were members of the College Faculty but gave no instruction were the Secretary, the Assistant to the President, the Registrar, the Secretary of the Bureau of Appointments, and the Assistant to the Secretary. In addition to the regular teachers of the department, three Professors and one Instructor in other departments offered a small amount of instruction in the College Department. The nominal ratio of teachers to students was one to 17.2, a slightly better showing than in the year before.

In personnel, the Faculty membership showed a smaller amount of change than usual from the preceding year. Professor Wager was back from absence on leave; Professors Wightman and Hanna were away for the year; Professors Root and Metcalf were absent on leave in the second semester; and Professor Hall was kept from his work through the whole of the spring term by severe illness. The only retirement from the Faculty was that of Mr. Baker, Instructor in Mathematics, who withdrew at the end of his term of service to engage in public school teaching. The additions by new appointment were those of Mr. Durand, Miss Doerschuk, Mr. Armstrong, Mr. Gray, Mr. Nichols, Mr. L. T. Anderegg, and Mr. Clapp. Professor Hall's place was taken in the spring by Professor MacNaul, who was brought from his graduate study in the University of Chicago for that purpose.

In this place should be noted the fact that with the year the long service of Professor Jewett in the chair of Chemistry came to a close. His retirement causes universal regret in the Faculty, from which his strong counsel, his genial personality, and his admirable teaching power will be sorely missed.

Constructive Legislation

The *constructive work* of the Faculty for the year was for the most part in continuation of the movement of the year before. Three of the general committees on Efficiency were continued by special vote of the Faculty throughout this year. These were the Committees on General Administration, on Instruction and Scholarship, and on Student Life and Work, all of which had some results either to be reported or to be passed upon by the Faculty. The Committee on Curriculum and Degrees, whose work had been practically completed the year before, was discharged, but the standing Committee on Course of Study and Relations to Professional and Technical Work became practically an Efficiency committee through the amount of constructive work that was performed by it. The work of these four committees for the year is first to be reported.

To the *Committee on General Administration* was assigned very early in the year the question of the advisability of limiting the number of students in the institution. The question was brought forward so prominently in the President's report for the preceding year (pp. 28-32) that there was no division of opinion in the Faculty as to the need of thorough study of the question. The Committee entered upon the investigation immediately, and spent practically the whole year upon it, to the exclusion of some questions of less importance that had been left over from the year before. The first step was to secure from the President a more detailed statement of his views on the subject than had been presented in his discussion in the annual report. Consideration of this paper formed the starting point of the Committee's work. Then a questionnaire was prepared and sent to thirty-five of the leading institutions of the country, exclusive of state universities, inquiring whether any action had been taken by them on this point, and if so, what the policy of the institution in regard to it was. The replies proved to be of little assistance because, as is stated in the subjoined report of the Committee, almost no colleges have as yet taken any such action as was under consideration. The next stage in the study was the preparation of a tabulated report by Secretary Jones on the development of the College in the preceding decade, with special reference to what were regarded as important factors in college efficiency. On the basis of this tabulated report a preliminary discussion was prepared, which was thoroughly debated and revised by the committee. After rewriting and further revision, the report was presented to the Faculty on the 15th of April. The Faculty again

revised it, especially in the recommendations presented at the end, and finally, on the 10th of May, adopted it in the following form:

In dealing with the question of the advisability of setting a limit to the number of students in the College of Arts and Sciences, the Committee has tried to take into account all factors of importance that affect the problem. It has sought especially to trace the effect that the growth of the College in the decade from 1900-1901 to 1910-1911 has had upon these factors, to determine what a thoroughly satisfactory situation in the College with reference to them at the present time would be, and to estimate the bearing that continued growth at the present rate would have upon the possibility of reaching such a situation. The conclusions of the Committee upon the several points, and the recommendations based upon the conclusions, are herewith submitted:

1. The amount of per capita expenditure by the College upon its students serves to indicate in a general way the trend of conditions toward improvement or deterioration. The average number of students in attendance in 1900-1901 was 405, and the average expenditure of the College upon them was \$122.87. At the middle of the decade the number had risen to 681, but the average expenditure had dropped to \$109.35. At the end of the period there were 977 students, on whom the average expenditure was \$132.18, an increase over the beginning of the decade of \$9.31. The tuition paid by students throughout the period was \$75 a year.

This increase, in a decade in which the resources of the College were doubled, seems small. It is not in itself a bad showing, however, if we keep in mind the fact that the increased average was provided for more than twice as many students,--an admirable showing, other things being equal, of larger service rendered by the College. But conditions at the beginning of the period were not ideal, and the growth in numbers brought new demands larger than could adequately be met even with the increased funds available, as the diminished average expenditure at the middle of the term clearly shows. The question then arises whether the increase in quantity was not made at the expense of an undue loss in quality. On that question the considerations next to be presented bear.

2. In the matter of instruction, while there was a decided advance along practically all lines in the decade, the College was not really in better position at the end of the period than at its beginning. This may be shown with reference to the size of the classes, the number and rank of the teachers, and the salaries paid. The number of classes in 1900-1901 was 154, with an average membership of 27; at the middle of the period the

number of classes had increased to 271, but the average enrolment had also increased to 27.6; by the end of the decade the number of classes had risen to 406, but the average enrolment was still 26.5, practically no gain over the beginning of the period. The real progress of the time consisted in a great advance in the range of instruction, and in the introduction of many small, advanced classes.

The teaching staff in the first year of the period, counting only those whose work was primarily teaching, was composed of fifteen professors, two associate professors, and six instructors, a total of twenty-three. In the last year of the period it comprised twenty-two professors, fifteen associate professors, and eleven instructors, a total of forty-eight. The full professors made 65.2 per cent of the staff in the first year, but only 45.8 in the last; associate professors increased from 8.7 per cent in the beginning to 31.25 per cent at the end; and the percentage of instructors dropped from 26.9 to 22.9 in the period. The proportion of full professors to students dropped from one to 27 at the opening of the decade to one to 44.4 at its close; that of full professors and associate professors together from one to 23.8 to one to 25.3; and that of teachers of all three ranks from one to 17.6 to one to 20.3. This is a distinctly worse showing at the end than at the beginning of the period.

As for salaries, full professors were paid \$1600 or \$1800 in 1900-1901, according to length of service; associate professors received \$1200, instructors, \$800. At the end of the period, the salaries of full professors had been increased by \$200, and the range of instructors' salaries enlarged by the same amount. Since the close of the decade, the salaries of professors have again been advanced \$200, those of associate professors \$300. These advances have certainly not kept pace with the increase in the cost of living.

Ideals in instruction are rather hard to formulate. In regard to the size of classes, it seems clear that an average of 26.5 is too large. Conditions are better on the whole than they were some years ago, however, in that while there are now a few classes larger than any known before, the general average of all the others is decidedly less than at any earlier time in the decade. If the greater part of such very large classes as Freshman and Senior Bible, certain courses in English Literature, History, Economics, Music, and Art, and the elementary course in Chemistry, could be divided so as ordinarily to recite in sections of not more than 30, the average would fall at once to not more than 20, probably a good number for it. It would not be necessary, of course, to insist upon division of any classes for which the instructor felt that the lecture plan was, on the whole, the best method of teaching, nor to preclude assembling a divided class as often as proved desirable; but the prevailing plan

ought now to be, it would seem, the recitation in comparatively small sections.

The teaching staff should evidently be considerably larger than it is, to secure ideal results, not only in order to make possible the suggested division of large classes, but also to permit the addition of certain necessary courses not now given at all. Additions to the present staff have been definitely asked for by the departments of Philosophy, Psychology, Economics, History, Physics, Geology, German, and Political Science, and seem to be needed, in one form or another, in Bible, English Literature, Music, and possibly others.

These changes and additions would, of course, work a material improvement both in the size of classes and in the numerical ratio between teachers and students. But ideal conditions would further require, in the judgment of the Committee, a decided revision of the apportionment of teachers among the several ranks. That the highest feasible standard of training and experience should be maintained in the appointment of instructors goes without saying; but the Committee believes that the number of persons fully qualified by ability, attainments, and successful experience for the next higher rank, and actually holding that rank, should decidedly exceed the number of instructors, and that the full professors, likewise fully equipped for their positions, should considerably outnumber both the lower ranks combined. Incidentally the Committee feels that the Faculty might well devote some consideration to the question whether the College does not, by using the term "Associate Professorship" for the rank which is universally called "Assistant Professorship" elsewhere, lay itself open to unfortunate and needless misconstruction.

In regard to the salaries of teachers, present conditions seem to call for not less than \$2500 for full professors, \$1800 or \$2000 for associate professors, and a range with \$1200 or \$1400 as the maximum for instructors. These estimates should of course be subject to revision whenever changing conditions make such action necessary.

The possibility of reaching ideal conditions of instruction, with the growth of the College continuing at the recent rate, is easy to estimate. It seems perfectly certain that with a continuance of the steady increase of the past few years there must continue to be classes unduly large, a teaching force inadequate in number and unduly weighted in the lower ranks, and a scale of salaries insufficient to meet the reasonable needs of the teachers.

3. In regard to oversight of student work and life, the situation is much the same. The only supervision of scholarship in 1900-1901 was that exercised by the several committees charged with different phases of the work. There was no Board of Advisers, and the deanship of the College was not especially concerned with oversight of the scholarship of students. In the very end of the decade

a great addition was made by the establishment of the Board of Advisers; but it was made, it should be noted, by asking certain professors who were already doing full work as teachers to take on this additional burden with no extra compensation for the work, and with no relief from any part of their other service. Moreover, the average number of students (more than fifty) put under the charge of each adviser is too large to permit as intimate acquaintance with even the College work of the students as would be desirable. Since the close of the decade a further advance has been made by relieving the Dean of the College of half of his teaching and giving him, among his other duties, the task of exercising general supervision over the scholarship of the whole student body.

With reference to supervision of student life, the showing is, on the whole, probably somewhat worse at the end of the decade than at its beginning. In the case of the men, there was at the beginning a faculty member, carrying full work as a teacher, in charge of the 197 men; in 1903-1904, in the best situation that existed in the period, the Dean of Men was appointed to have charge of the 279 men, and to do half work as a teacher; in 1910-1911 the arrangement was still in force, but the number of men under the charge of the Dean had grown to 411. In the case of the women, the decade opened with one Dean, half of whose time was given to teaching, with an assistant giving her entire time, in charge of the College Women, and a Dean of Conservatory Women on full time; the three had charge of 825 women in the whole institution. In 1904-1905, three deans, two of whom gave half of their time to teaching, were put in charge of the whole number of women, then increased to 1063; under the control of the Dean of College Women were 367 women in that department. This Dean was also Chairman of the Committee of Deans, and thus made, in a way, superintendent of the whole work. This arrangement was still in force at the end of the period, when there were 593 women in the College, and 1278 in the whole institution. On both sides, then, the number of college students under the charge of a single person had greatly increased at the end of the period. Since the close of the decade, however, an Assistant Dean of College Women has been appointed, who gives half of her time to administration.

Even an ideal state of affairs does not seem to require that any one person should be intimately acquainted with all the men, or all the women, much less with all the students of the College. What is needed seems to be that every student shall be under the care of some capable person or persons responsible for direct oversight of his work and his welfare in all the various phases of his college life, and exercising that oversight to the extent of becoming somewhat intimately acquainted with the students under his charge. But study of the growth of the last

few years shows that in a rapidly increasing college community the development of adequate oversight tends to lag behind, catching up at times so as to make really excellent conditions, but then falling into a more and more unsatisfactory state. With a fairly stationary student body it would be easier to adapt the machinery more perfectly year by year to the needs of the situation.

4. It is in the matter of equipment, and especially in rooms for recitation, that the College has fallen farthest behind in the development of the past ten years. For recitation rooms the main dependence of the College throughout the period has been Peters Hall. This useful building had at the beginning of the decade fifteen rooms suitable for recitations, and a lecture room on the third floor. With Severance Laboratory, Warner Gymnasium, some rooms in what was then Spear Library, and a small Botany building, it met all the needs of the College department. To substantially these accommodations the College department is still limited. There have been some additions and a few changes, not all of them for the better. In Peters Hall the lecture room on the third floor has given way to laboratories and some small recitation rooms; Spear Library has been changed to Spear Laboratory, and is used entirely for recitation and laboratory purposes; the Botany building has been replaced by another, certainly not better, possibly inferior to the former one. The Geological Laboratory has been given quarters commodious enough, but of an inferior sort, in a building of its own. There are rooms enough to provide, by careful calculation, for all the classes, but many of them are unduly inaccessible and are inadequate for the classes that must be put into them.

As for offices, teachers, for the most part, have had none at any time within the period, except in the case of departments that have a separate building. Those of the administrative officers were transferred, when the old Chapel was burned, to an inadequate and unsightly building formerly used as a dwelling.

Apparatus, library equipment, and most other forms of illustrative material have in the case of many departments quite failed to keep pace with the needs of the department and the advances in the subject. Museums and other collections have suffered much from lack of means for proper care and necessary renewals and additions. Recent reports to the President from the departments of Botany, Chemistry, Geology, Physics, Sociology (in regard to the collection in Anthropology), and Zoology will sufficiently illustrate this point.

The situation in regard to dormitories shows, on the whole, a marked improvement. For the men the splendid Men's Building provides accommodations for eighty-six, and affords an admirable social center as well. For the women the College was able to add only Dascomb Cottage

to the equipment it possessed at the beginning of the decade, notwithstanding the great increase in the number of women; but the careful work done in supervision of dormitories under private management brought about a great improvement there.

Other decisive advances were in the addition of the new Library, with its enlarged, though still inadequate, staff, the beautiful new Chapel, and, since the close of the decade, the enlargement of Warner Gymnasium. Adequate housing of the administrative offices was also provided for, but the building is yet to be erected.

The most urgent needs in the way of equipment, the ones which should be met first in the effort to attain an ideal situation are a new, thoroughly modern recitation building or group of buildings; new buildings for at least the departments of Botany, Geology, and Physics; large additions to the apparatus of most of the scientific departments, and to the library equipment of practically all the departments; and adequate provision for the care of collections and museums, herbaria, etc. That these needs cannot possibly be met in any reasonable time, with the attendance and the resources of the College continuing to grow at the same rate as heretofore, the experience of the past ten years seems to show clearly. Less immediately urgent, perhaps, but still important, is the need of enlarging the dormitory accommodations owned by the College. Effective control of the situation can be secured only by providing such accommodations for a majority of all the students, while an ideal condition could be reached only by the College housing all of its students whose homes are not in the town.

5. The foregoing points have, in the main, shown undoubted tendency to deterioration as the result of growth. In the next question, that of service to society, there is more uncertainty in regard to the effect of growth. There can be no doubt that the increase of the ten years under review has greatly enlarged the quantity of the service rendered. Whether this enlargement has been an unmixed blessing, in view of the quality of the service, has sometimes been called into question. Whether the teaching in the classes has, on the average, improved in the course of the years; whether the attitude of the students toward study and scholarship has been bettered; whether the quality of our graduates is higher than it was ten years ago—all these questions are the subject of difference of opinion. On the other hand, it is much to be desired that a really improved service should be as widely extended as is reasonably feasible. The ideal would thus be a constantly improving quality and at the same time a constantly widening range. If the double object cannot be achieved, the best thing to do, it would seem, would be to keep the effort to serve within such bounds as will make possible a grade of work high enough to be at least reasonably satisfactory.

6. That the richness and fulness of student life has been greatly increased by the growth of the College, and that the student of today has a much broader opportunity for many-sided development than in the time when the College was but half its present size, is beyond question. There seems to be no ground, in the development thus far, for a fear which would theoretically seem entirely reasonable, that continued growth will result in serious injury to the solidarity of the College. College spirit and class spirit seem today as strong and vigorous as ever in the history of the institution, and there appears to be no reason to fear that further growth, other things being equal, would have any injurious effect upon them. But the situation with reference to the Faculty does not seem to be quite the same. There can be no doubt that the growth of the past few years has already resulted in some impairment of the solidarity of that body, principally, it would seem, as the result of sheer lack of intimate personal acquaintance among its members. Further enlargement, unless some means of counteracting this tendency can be found, seems certain to result in increasingly serious loss in this direction.

7. The relation between pressure of numbers and success in the work of enlarging the resources of the College is a subject on which there is difference of opinion. It is true that the recent great additions to the endowment and property of the College were secured in a time when the growth of the institution was straining all its resources to the utmost and making it harder and harder to keep its work up to standards at all satisfactory. Yet it should not be forgotten that half of the new Half Million Fund just raised was given for the express purpose of increasing salaries of teachers, an object more closely related to improvement of present conditions than to meeting demands resulting directly from growth. There does not seem to be sufficient ground for believing either that the officers in charge of the work of augmenting resources would be less earnest and vigorous in their efforts to help in securing more creditable conditions, if the policy of restricting numbers should be adopted, or that it would be harder to interest benefactors in an effort to provide adequately for the large numbers we now have than in the struggle to continue to meet inadequately the needs of a student body always growing a little beyond our reach.

8. In the last place, a study of the practice of other institutions reveals the fact that there has been but little limitation of the kind here under discussion. Out of thirty-five colleges from which replies to a questionnaire have been received, Vassar is the only one that nominally limits attendance to a definite number. Wellesley College practically does the same thing, however, by striving, through closing the time of admission earlier and earlier year by year, to keep the numbers essentially the same

as now. Several other institutions, as, for example, Beloit, Miami, Mt. Holyoke, and Northwestern, limit either the whole number of students or the number of women to the capacity of the college dormitories. The other colleges report that they have not found it necessary to study the question at all.

RECOMMENDATIONS. On the basis of the situation as outlined above, the Committee presents the following recommendations:

First, in regard to the College of Arts and Sciences:

1) That no formal, numerical limit be adopted.

2) That for the next five years, ending with the year 1916-17, the general policy of restricting the number of students in the College of Arts and Sciences be adopted, with a view to keeping the enrolment at practically the present number (1000); provided that this vote shall not be held as binding if the needs mentioned in the third recommendation shall be supplied before the end of the five-year period.

3) That during this five-year period the effort to build up the resources of the College continue to be prosecuted with all vigor, and that a special effort be made to achieve the following ends:

a. A new, modern recitation building, and new special buildings for at least the departments of Botany and Geology.

b. Promotion of several members of the present teaching staff; addition of enough new teachers, practically all above the rank of instructor, to make possible the division of most of the unduly large classes; increase in salaries of all ranks; revision of the plan of ranking teachers; provision of more clerical assistance for teachers; provision looking to the reduction of the number of hours of teaching and the readjustment of teachers' work to provide better opportunities for conference with students.

c. Large additions to equipment and apparatus, especially of the scientific departments; further equipment of the library, especially an enlarged book fund, duplicates of reserved books, furniture of seminar rooms, etc.

d. Continued increase of the administrative force, especially in the direction of supervision of student work and life.

e. Continued development of the dormitory facilities owned by the College, with a view to providing accommodations in them as soon as possible for a majority of all students, both men and women.

4) That at the end of the five-year period the question of continuing or modifying the policy of restriction be definitely taken up, and decided upon the basis of a study of the experience of the five-year term, in comparison with that of the decade preceding.

5) That in carrying out the policy of restriction the officers in charge of admission to the College be authorized to take such steps as the Faculty may previously approve to secure a closer approximation to equality in the numbers of men and of women in the College, and to permit the scholarship and individual promise of candidates and the extent of the study they plan to undertake in College to have suitable weight in determining whether they shall be admitted.

Second, in regard to other departments:

It will be noted that this report deals almost exclusively with the problems of the College of Arts and Sciences. The Committee feels that the question referred to it is far more pressing in that department than in any other, and that action is not needed at the present time in any of the other departments.

This report was presented by the Faculty to the Trustees at the June meeting, but the Board, in the expectation that the enrolment of the College for the next year would be small enough to make immediate action unnecessary, deferred consideration to some later time. In view of the registration at the time of writing this report, nine hundred and ninety-five, and the practical certainty that the enrolment for the year will considerably exceed one thousand, it seems clear that it would be desirable for the Board to devote serious consideration to the question at the November meeting.

Some minor questions still remain for the committee to work upon. It is expected that they will be finished and reported upon early in the present year.

The *Committee on Course of Study and Relations to Professional and Technical Schools*, as was noted above, brought about a considerable amount of constructive legislation in the course of the year, which may properly be reported here. Three important questions were taken up by the Committee at the beginning of the year. They were the relation of the Department of Drawing and Painting to the College of Arts and Sciences and to the Academy, the character of the Teachers' Courses in Physical Training, with particular reference to the professional study involved, and the possibility of providing in the college course more adequate preparation for teaching, without exceeding the amount of vocational study that might properly find place in the college curriculum. The results of the work of the Committee on these subjects are given below, largely in the form in which they were reported by the Committee and adopted by the Faculty.

The study of the relation of the Department of Drawing and Painting to the College and the Academy arose from the fact that this department, although it was put under the charge of the College of Arts and Sciences some years ago, and has since been nominally a part of the College, was still conducted practically as a separate department on the plane of the College and the Conservatory. The report of the Committee, submitted on the 7th of March, contained the following recommendations:

1. That all "Studio" Courses in Art for which College or Academy credit is given (i. e., all such courses as those now included under the caption, "Drawing, Painting and Design") shall be organized as "laboratory" courses, in which the aim shall be to secure a grasp of the fundamental art-principles, and in which the studio work shall supplement or be supplemented by a theoretical study of the subject. (This is merely a restatement of the action of the Faculty taken last year.)

2. That "Drawing, Painting and Design," as a separate department in the College of Arts and Sciences (see pp. 140-143 of Final 1910-11 Catalogue), and "Drawing and Painting" as a general department (see pp. 336-340 of Final 1910-11 Catalogue), be discontinued in the Catalogue.

3. That the Studio Courses in Art be described under the general heading, "Fine Arts," in the list of courses of instruction of the College of Arts and Sciences, together with such other courses in Art as may be offered; and that courses in Greek and Roman Archaeology be described under the headings "Greek" and "Latin," with the other courses offered by the Greek and Latin departments.

4. That certain studio courses in Art be open to Academy students as at present, and that such courses be described in the list of Academy courses. (See pp. 318-319 Final 1910-11 Catalogue.)

5. That all students of college grade who take studio courses in Art shall file registration cards with the Dean of the College, who will issue their term bills, and that all not of college grade shall have their registration and term bills adjusted by the Principal of the Academy. (This means that Kindergarten students must have their standing determined, and that Public School pupils shall pass through the office of the Principal of the Academy.)

6. That all students taking the greater part of their work in Drawing and Painting, and hitherto catalogued under the caption, "Drawing and Painting" (pp. 406-408 of Final 1910-11 Catalogue), be hereafter catalogued as follows:

- a. Students of College rank as Special Students of the College of Arts and Sciences.

- b. Students of Academy rank as Academy Students.

- c. All others as "Unclassified Students." (See pp. 411-412 of 1911-12 Catalogue.)

7. That the name of "The Normal Art Course" be changed to "The Teachers' Course in Art Education"; and that the title, "Director of the Teachers' Course in Art Education," be given to the professor in charge.

8. That the Teachers' Course in Art Education be catalogued as a section under the general heading, "Fine Arts," in the list of courses of the College of Arts and Sciences; that its students be required to meet the college entrance requirements, and that their admission credits be adjusted by the Committee on Admission to the College.

9. That the courses special to the Teachers' Course in Art Education (i. e., purely technical) be not credited toward the A.B. degree, and that they be so designated in the Catalogue.

10. That upon the satisfactory completion of a minimum prescribed course of two years, a certificate be given, signed by the Director of the Teachers' Course in Art Education.

11. That students of the Teachers' Course in Art Education who satisfactorily complete five years of study, of which at least 120 Semester hours is accepted for the A. B. degree, shall receive in addition to their A. B. diploma a special diploma of the Teachers' Course in Art Education, signed by the President, the Secretary of the College, and the Director of the Teachers' Course in Art Education. (It is understood that the remainder of the work is to consist of technical courses similar to those listed in the Normal Art Course, pp. 343-344 of the Catalogue for 1911-12.)

12. That students receiving the diploma of the Teachers' Course in Art Education be separately listed on the Commencement Program (this treatment is similar to that in the Physical Training Course); that those receiving the certificate be not listed on the Program, but that they be included in the Catalogue in the list of students receiving "Degrees and Diplomas."

13. That a major in Art be worked out as soon as possible and added to the list of majors open to students. and that this major include "studio" courses.

These recommendations were adopted by the Faculty, and have been put in force for the current college year. Certificates such as are to be used hereafter were also given to the six students who finished the special course in June.

The investigation of the Teachers' Course in Physical Training was caused by a feeling on the part of a number of members of the Faculty that these courses involve an undue amount of technical work. In the case of the course for men the Committee reached a conclusion acceptable to the Faculty; the question of

the course for women was deferred in accordance with the recommendation, but will, it is expected, be taken up and settled in the present college year. The complete report of the committee was as follows:

This work at present constitutes a major in the department of Physical Training; requiring seven hours through the junior year, and four hours in the first semester and five hours in the second semester of the senior year—a total of twenty-three hours, in the case of men; and six hours in the first semester and eight in the second of the junior year, and eight in the first and seven in the second of the senior year—a total of twenty-nine hours, in the case of women. The six hours in Physiology and Hygiene which form a part of the major for men in the junior year are regarded as meeting the sophomore science requirement for women, and therefore are not included in their major, so that the actual amount of work required of women is twelve hours greater than that for men. The courses offered to women but not to men are those in Applied Anatomy (one hour), Anatomy 2 (one hour), Medical Gymnastics (four hours), Emergencies (one hour), and senior practical work (two hours); they also make a more extended study of Play and Games (four hours instead of two), and of Physical Examination and Diagnosis (two hours instead of one).

In the case of men, there is no attempt to offer a complete professional preparation. The six hours in Physiology and Hygiene are those open to all undergraduates. Anatomy 1 (three hours) is a general study of the human bones, joints, and muscles. The History and Literature of Physical Training (two hours through the year) is a liberal course similar to others offered by the Department of Education. Not more than one hour of the three hours in Theory of Physical Training, one hour of two in Theory of Games and Athletic Sports, and a half-hour of the one in Physical Examination and Prescription of Exercise could be regarded as technical preparation for teaching. The added hour of practical Physical Training (floor work three hours a week) given throughout the junior year does not differ in its general character and aims from the courses in Physical Training 1-4 offered to all undergraduates. Without the two hours in practice-teaching (under supervision) required in the senior year the men would not be able to make immediate use of their theoretical courses upon graduation. Not more than four or five hours of the twenty-three, then, look directly toward teaching, and the major appears therefore to correspond with those now offered by the departments of English Literature, German, Latin, and Mathematics, all of which contain, or may contain, Teachers' Training Courses, covering four hours of work.

With this minimum of technical preparation the student who completes the Teachers' Course is furnished with something available for immediate use, whether he intends to enter upon physical training as a life-calling or not; the College obtains from these Junior and Senior men, at no expense, a large amount of skilled assistance, without which it would be difficult to conduct successfully the general courses in Physical Training 1-4; the permanent teaching force of the department receives a great stimulus from the necessity of conducting such theoretical courses and maintaining a standard of efficiency which befits a model department; and to the public at large where the demand for men of college training and ideals capable of assuming leadership in this particular phase of education is just now far in advance of the supply, the College is able to render an important service without enlarging its teaching staff or sacrificing its aim of liberal culture.

In the case of women, more complete technical preparation is undertaken. Their courses in Physiology and Hygiene, Anatomy 1, Theory of Physical Training, and History and Literature of Physical Training, are the ones offered also to men, and the practical work of the junior year (two hours) and senior practice in teaching (two hours) correspond in general. Out of these and the remaining courses—Applied Anatomy, Anatomy 2, Theory of Play and Games, Medical Gymnastics, Physical Examination and Diagnosis, Emergencies, and senior practical work—it seems probable that a maximum of fourteen hours might be said to look directly toward teaching in this special branch. The benefits to the student, the College, the teaching staff, and the outside public are those already enumerated in speaking of the course for men.

Without wishing to put ourselves on record at present with regard to the general attitude which the College should assume toward technical or vocational training as a factor in the undergraduate curriculum, we have reached the following conclusions:

We believe that in the case of the Teachers' Course in Physical Training for *Men* no action is called for, in view of the small amount of technical work included, the absence as yet of post-graduate courses in this country, and the immediate demand for large numbers of trained leaders in this work—a demand which probably will not for some time to come be met from graduate courses alone. We recognize the fact, however, that it may prove desirable in the future to extend the course so as to make it cover a graduate year.

In case of the Teachers' Course in Physical Training for *Women*, which seems to contain a considerably larger quantity of technical work, we wish to raise the question whether the time for the latter step has not already arrived, if the amount of such work cannot be substantially

reduced without destroying the efficiency of the course. But in view of the absence of the Director of the Women's Gymnasium it does not seem wise to take any action at present, and we therefore recommend that the question be laid upon the table until the next College year.

The last topic referred to the Committee, the possibility of providing more adequate training in the college course for prospective teachers, with special reference to the advisability of introducing practice teaching as soon as conditions permit, was debated at length and with vigor by the Committee, but with the result of a division of opinion that made it impossible to present a majority report on the whole subject. In the absence of any immediate necessity for a decision, the Faculty voted to defer action until circumstances brought up a concrete case to pass upon. The immediate result of the Committee's work was the passage of resolutions by the Faculty approving the Teachers' Courses and methods already in existence, and recommending the addition of similar courses in other subjects, such as Economics, French, History, Political Science, and the natural sciences, that are taught in the schools as well as in college.

The *Committee on Instruction and Scholarship* presented a report at the first Faculty meeting of the year in regard to granting degrees with distinction, awarding final honors at graduation, and several minor matters designed to assist in improving some of the details of college work. The recommendation that the degree of Bachelor of Arts be granted in two grades, the one with, and the other without distinction, was informally approved by the Faculty, but later, at the time of establishing final honors, was reconsidered and withdrawn, on the ground that the system of final honors will probably prove an adequate recognition of high scholarship at graduation. The recommendation presented and adopted in regard to final honors may be given here:

The teachers in each department of instruction shall be privileged to nominate to the Faculty for Final Honors students of special excellence and of high rank in the regular work of the department, who are majoring in the department. On the approval of such students by the Faculty, their names shall be printed in the Commencement program, with the department in which honors are conferred. Such nominations shall, at the discretion of the department, be based on:

- a. The satisfactory completion of additional assigned work, or
- b. An examination covering work extending over a prearranged and definite field of knowledge.

Actions on the minor recommendations of the Committee were as follows:

The recommendation that Chapel talks on scholarship be given by various persons and from various points of view, was adopted and committed to the President and the Dean of the College to carry out. The recommendation that certain specific methods of standardizing entrance to college be reviewed by the Committee on Admission, with several particular topics to be more particularly considered, was referred to the Committee on Admission. In regard to oversight of the scholarship of new students the following recommendation was adopted:

With a view to meeting the problems presented by the fact that some students inadequately prepared enter the Freshman class, it is recommended that at the beginning of the College year there be put into the hands of each instructor of Freshmen a printed notice to the effect that entrance credits are in all cases provisional, and that students found to be lacking in adequate preparation for a subject shall be recommended to preparatory classes and reported to the Dean, whose duty it shall be, with the coöperation of the Committee on Admission, to revoke preparatory credit in the subject, and see that such students enter the proper preparatory class.

It was understood that the term "preparatory class" in this vote means not necessarily a class in a preparatory school, but a more elementary course, whether in college or in the academy, in the subject in which preparation is found inadequate. The policy thus described was begun in the course of the year, with good results in general, and will doubtless, after this express authorization by the Faculty, be extended this year.

With the adoption of these reports the large and highly useful work of the Committee was completed.

The great work of the *Committee on Student Life and Work* for the year was the practical establishment of a plan of restricting the outside activities of students to reasonable limits. In the last annual report (pp. 142-145) were given the plans that had been recommended respectively by the Men's and Women's Senates, with a note of the fact that the question had been left unsettled. Early in December, the Faculty asked this Efficiency Committee to confer with the Men's Senate on the matter. Throughout the remainder of the year a sub-committee was engaged, in conference with a committee of students, in working out a more satisfactory plan. On the 10th of May a report was

submitted, and after some revision was accepted by the Faculty, as far as the regulations are concerned, in the following form:

I. A. Outside activities shall be listed on a basis of "hours," corresponding roughly to curriculum hours, the basis of valuation being the amount per week of possible study time the activity would take, divided by three.

B. The list shall also include the activities which do not take sufficient time to warrant listing as "hours."

II. A. With the approval of his general adviser a student may take as a maximum 19 hours (counting both college courses, subject to the regular rules, and outside activities) without special permission.

B. To carry more than 19 hours the student must obtain the permission of his general adviser and the Faculty Committee, under the same conditions that govern the taking of extra hours of college work.

III. A. Within the above limits and with the approval of his adviser, a student may participate in as many as three activities at any one time.

B. To participate in more than three activities the student must obtain the permission of his general adviser and of the Faculty Committee, under the same conditions that govern the taking of extra hours of college work.

IV. As a prerequisite to the holding of any elective office the student must have passed in all of his college work of the semester previous to his election, and have earned a grade of *C* or above in three-fourths of it.

The table of values in "hours" which accompanied the report, was received, but action upon it was deferred until the plan proposed the year before by the Women's Senate could be brought into conformity with it and added to it. That part of the work was not completed in the course of the year.

Further actions of the Committee in regard to unfinished business were to refer to the Board of Advisers the question of improving methods of control of the scholarship of students engaged in outside activities; to transfer to the standing Committee on Living Conditions certain material that had been gathered in the preceding year, to be used as that Committee saw fit; and to recommend for the next year the establishment of a new standing Committee of the College Faculty on moral and religious conditions. Action on the points thus referred may be expected in the course of the present year, as well as upon some material still unreported by the Committee.

Other Faculty Actions

Other Faculty actions in the course of the year, principally in the way of improving administrative routine, were unusually numerous and important. On the suggestion of the Board of Ad-

visers, the plan of having two registration days at the beginning of the year was restored, as the experience of the year had shown clearly that one day was not sufficient to care for all the new students who appear without previous registration, and at the same time to dispose of the miscellaneous business necessarily arising at that time. The new plan was to use the first of the two days for new students, the second for changes of study and other business of old students. This design did not work out perfectly and may later be somewhat changed. At the same time the policy of charging a fee for all changes made by old students in schedules of studies previously filed was adopted. This action was for the double purpose of caring for the clerical expense involved in making the changes, and of discouraging hasty registration with the expectation of changing the choices made, or indeed of changing for any but practically imperative reasons. There seems to be no reason to doubt that while the number of changes has not been reduced so much as was hoped, a long step has nevertheless been taken in the direction of accomplishing the purposes aimed at.

The experience of the year showed that the number of Advisers was too small to supervise the students' choice of studies as effectively as was desired. The Board was consequently increased to sixteen, a number which provides an Adviser for an average of about forty-five students, with the Dean of the College acting as Adviser for new students throughout the year. Even this number, though an improvement on that of the preceding year, is too large for the best results. It may be said in passing, however, that there can be no question of the very great value of the work of the Advisers, both as a Board and as individuals, in assisting students to wiser choice of studies.

Another action of some importance in the beginning of the year was the further revision of the system of committees. As now constituted, the whole list of committees, aside from the Division Committees, is divided into four groups, each of which is divided into a number of sub-committees dealing with the several phases of the work implied in the work of the whole group. The groups are named respectively Administration, Educational Policy, Scholarship, and Student Interests. Under the head of Administration have been put the committees on Adjustment of Work, on Beneficiary Aid and Free Tuition, and on Reëxaminations. Under Educational Policy are grouped the committees on Admission and Relations to Secondary Schools, on Course of Study and Relations to Professional and Technical Schools,

on Graduate Study and Degrees, and on the Summer Session. In the Scholarship group are the Board of Advisers, the Committee on Additional Work, Substitutions, and Work outside of Classes, on Failure in Scholarship, and a committee to be added on Final Honors. Under Student Interests are the Committees on Athletics, on Intercollegiate Debate and Oratory, on Living Conditions, on Publications and Public Exercises, on Situations for Graduates, and on Student Organizations, with a committee on Moral and Religious conditions to be added for the coming year. The Division committees are the same as previously constituted. Under this organization it is planned to have all members of the College Faculty on at least one committee, and to reduce the excessive demands that have sometimes been made upon some few Faculty members in the way of committee service. The plan seems not yet wholly satisfactory, but progress has been made, and it seems reasonable to expect further improvement in the coming year.

An important change was made in the publications of the institution, by which there is now issued but one edition of the general catalogue, appearing shortly after Christmas, and, in place of the second edition formerly published, a much smaller and more convenient bulletin of the College Department. The bulletin gives the announcement of courses for the following year, and as much of the general information contained in the larger catalogue as seems necessary. Aside from the convenience of the smaller book, the difference in expense seems likely to be large enough to be worth while.

A step toward more perfect adjustment of relations between the Conservatory and the College for the benefit of students working in both departments was the authorization of credit for two-thirds of a year-course, to be given in the case of Conservatory students who enter upon college work at the beginning of the winter term, with fees proportioned to the amount of work thus done. The division of the year into semesters by the College and into terms by the Conservatory results in more or less unavoidable inconvenience in arranging the work of students who divide their study between the departments, but this will disappear when the Conservatory goes over to the semester plan, toward which it seems clearly to be working. Another arrangement made in the interest of students working in both departments was one by which, under permission granted by the Prudential Committee, the fees of students majoring in Music are adjusted in the Senior year so as to relieve them from the necessity they have been under heretofore of paying more for the strictly college work they take than

other students do. The new plan recognizes the fact that they have paid more than equivalent fees for the studies taken in the Conservatory and counted for credit in the College.

The grading system adopted the year before was amended at the end of the first semester by authorizing the addition of plus and minus signs to the marks A and B. This was for the purpose of allowing some finer distinctions in grading to be made than the letters alone permitted.

The plan of publishing a Freshman Honor List was amended by increasing the list so as to contain the names of twenty-seven students, one-tenth of the class. The names of those who ranked in the first ten were indicated so as to distinguish them from the rest, and to show the rank of each student. Future lists, however, will give the names of the best tenth of the class in alphabetical order, with the names of the highest ten in italics.

An advance in the direction of lessening routine work in meetings of the Faculty was made by transferring a number of items from the direct control of the Faculty to that of various officers and committees. As a result of this action, letters of honorable dismissal, and all excuses from payment of fees for tests and examinations, are issued by the Deans of Men and of Women, without waiting for Faculty action. All requests for permission to take more than the normal number of hours of studies are passed upon by the Committee on Additional Work with power. Several other requests of various sorts that formerly came to the Faculty are now dealt with by the Dean of the College with power. If the beginning made in these ways proves satisfactory, it is likely that some further transfers may be made, with the object of leaving the Faculty meetings free for constructive instead of routine action.

The question of grading was again discussed by the Faculty, this time in an effort to discover some method of equalizing the percentage of high and low grades given by the several instructors. After going over plans in use in other places, the following vote was adopted:

1. That the following be adopted as the normal percentages of grades assigned to students:

- A's, from 0 to 6 per cent of the class
- B's, from 20 to 27 per cent of the class
- C's, from 40 to 50 per cent of the class
- D's, from 20 to 25 per cent of the class
- E's and F's, from 0 to 7 per cent of the class

2. That in cases where teachers vary greatly from the above normal, the Dean of the College shall call their attention to the normal.

In accordance with this vote, it is intended early in the present year to publish a table showing the percentages of the several grades issued by the instructors in the second semester of last year, and to send to each instructor a statement of any variation in his grades from the standard adopted.

The Committee on Athletics recommended in April that the Budget Committee be asked to include in the estimates for 1912-1913 an appropriation of four hundred dollars for the development of outdoor playgrounds in connection with the athletic fields, and that this amount be appropriated annually thereafter. The same recommendation was made to the General Faculty by the Committee on Regulation of Athletic Sports. When the budget was made at the end of the year it was found possible to include this appropriation, and thus to begin, it is hoped, the development of greatly enlarged possibilities for recreation for all students in the institution. Somewhat later in the year the Committee on Athletic Sports further recommended that the representative of the College to the Ohio Athletic Conference be asked to bring up in that conference the matter of development of intra-mural sports, with a view to securing concerted action of the institutions toward that end, and also, if possible, in reducing the number of intercollegiate games. The reply of the conference was, however, that matters of this sort lay outside the province of the conference, the object of which is merely to control the eligibility of participants in inter-collegiate contests.

A change of procedure in respect to authorization of new courses was made. Hereafter a new course before being offered is to be approved first by the committee of the Division in which it is to be given, and then by the Committee on Course, which acts with power.

An effort was made to improve the work in the Choral class and to stimulate interest in it, by authorizing a credit of one hour for the course, to be allowed at the end of the year. By this plan it is hoped to keep a sufficient number of students in the work throughout the year to insure the possibility of effective work, and to make it yield larger returns to the individual students engaged in the study.

The plan of printing class lists soon after the opening of the school year was authorized, to be begun in the fall of 1912, if possible, or at latest in the fall of 1913. These lists are intended to take the place of the individual class cards now in use, and are to be used for reporting absences without the necessity of writing down the names of absentee students, as well as for reports of

grades at the end of the semester. The inauguration of the plan has been deferred to the beginning of the year 1913-1914.

Some important changes were made in regard to the Summer Session in the course of the year. The tuition fee was advanced to twenty-five dollars, to make the proper proportion of the new term bill for the college year. On account of this change, the Committee on the Summer Session felt warranted in recommending that the range of studies offered in the Summer Session be considerably broadened, and that the scale of salaries of teachers be increased. Both of these recommendations were adopted, and the work of the Summer Session was thus put into a decidedly better position in comparison with that of the school year. Still later in the year it was voted to authorize a change in the date and plan of opening the work of the Summer Session. On the new plan students in residence the preceding semester who expect to study in the Summer Session register in May, at the time of registration for the ensuing college year. New students are registered on the Friday morning following Commencement, instead of Thursday afternoon, as heretofore, and the first meeting of Friday courses takes place in the afternoon, instead of the forenoon of that day, and are half an hour instead of a full hour in length. The plan worked well at its first trial, and will doubtless be continued.

In *summing up* the work of the Faculty for the year, it may be said that in general the prediction in the report of the preceding year was fully carried out—that it would be a year of securing the ground gained in the advance of that year, of perfecting the details of new plans, and correcting mistakes that had been made. On that side the progress of the year was real and substantial. But there were genuine new advances as well. Among these the ones to be ranked highest are probably the decision to stand for limitation of numbers until the quality of the work and the equipment can be greatly improved; some progress in the development of a definite policy in regard to vocational training as part of the college curriculum; establishment of an additional incentive to high scholarship among the ablest students, in the form of honors at graduation; restriction of individual participation in outside activities, on a plan that emphasizes the importance of the student's college work; further steps in transforming meetings of the Faculty into sessions for constructive legislation, without interruption by the details of routine; and last, but by no means least, enlargement of the scope and standing of the Summer Session. The work of the year will bear comparison even with the large achievements of the one that preceded it.

II. REPORTS OF THE FACULTY

The reports of the members of the Faculty on the work of their several departments for the year present the usual vivid picture of the scholastic work of the entire institution. The whole makes a most illuminating record of results accomplished, of improvements in progress or already achieved, and of defects discovered and in process of correction, together with much helpful criticism of present conditions and policies and numerous valuable suggestions. One of the great privileges of the work of this office is that of gaining the comprehensive view of the whole situation afforded by these reports. Such discussion of them as is possible in the limited space here available can only faintly indicate their actual value in helping toward intelligent administration of the College department in general. For this purpose there is a very real loss in the failure of any teacher to write fully and frankly of at least the progress and needs of his own department.

Bibliography, Language, Literature, and Art

For the *Department of Bibliography* Professor Root reports that because of his absence in the second semester, only one two-hour course was given in the year. The number of students was but half as large as usual on account, Mr. Root believes, of the increased demand made upon students by the major system, and a consequent lack of time for general election. There was a compensating advantage, however, in the fact that the limited material available for illustration was much more nearly sufficient than it had been in former years. Mr. Root reports an interesting and valuable half-year abroad, with good work already accomplished, and material accumulated for larger study in the future.

The *Department of English* had a normal, prosperous year. The teaching staff was the same as in the year before, except that Professor Jelliffe was away on leave, spending a most profitable year in the graduate school of Harvard University, and was replaced by Professor G. H. Durand, who came from Yankton College for the purpose. The enlarged number of sections in the composition courses made the classes somewhat smaller, and afforded an opportunity for better work. An innovation in the work in Literature was Professor Sherman's use of the stereopticon, in which he employed a large amount of material obtained from the British Museum, much of which is inaccessible in any other form. Both Mr. Sherman and Mr. Jelliffe are preparing to publish new textbooks, which have grown largely out of their experience here.

The *Department of Romance Languages*, in the absence of Professor Wightman, who spent the year on leave in the Romance countries, was under the charge of Professor Cowdery. The advanced classes in French usually taught by Professor Wightman were divided between Mr. Cowdery and Mr. Jameson, but the courses in Spanish and Italian were both omitted for the year. The work of the department went well, but was handicapped somewhat by the large numbers in some of the elementary classes. The French Club was under the direction of Professor Jameson for the year, and gave a French play in admirable fashion in the latter part of May. The value of the Club and of its work is emphasized by all the teachers. The needs of the department, as urged in the reports, are smaller classes, sufficient assistance in reading papers in the elementary courses, and additional apparatus. A good phonograph, with material to illustrate both the speech and the music of France, is greatly needed, and could be used in conjunction with the German department. Mr. Cowdery comments on the superior preparation of students who began their French in the College, and the still better results obtained, for the time employed, in the elementary course in the Summer Session. This suggests that it might be wise to increase the credit now allowed for the summer course.

In the *Department of German*, Professor Mosher reports there is steady improvement in the organization of departmental work, but with the persistent drawback, felt by all the teachers, of elementary classes larger than they should be. Further suggestions for improvement of the work are the introduction of conversational courses, to be given by a native German teacher, half of whose time might be free for coaching and reading papers; increased library appropriation; larger appropriation for readers of papers in the elementary work; a group of class rooms used only for German classes, and fitted up with maps, pictures, and other illustrative material; and a large room with a piano, and, if possible, a stage, to serve as a German center. The teaching staff, large as it is, should be increased, it is felt, by the time of one more full instructor.

For the *Department of Greek Literature and Greek Archæology* Professor Martin again urges strongly the general need of departmental lectureships. His classes in the History of Modern Art were too large for the best results, and are in the same situation again this year. As a means of relief Mr. Martin suggests pro-

viding a larger room for the course in Appreciation of Music, which equally with the courses in History of Art meets the requirement in Appreciation of Art. Some method of reducing the pressure on these classes should certainly be found as soon as possible.

The *Department of Latin*, Professor Lord reports, profited by the enlargement of the teaching staff, which made it possible to increase the offerings of the department, especially by giving the courses in Archaeology every year, and extending the Prose Composition course from a half-year to a year. Other additions were the courses in Greek and Roman History and in Greek Literature in English, the latter of which has now been transferred to the Department of English. Mr. Lord gives the results of a study of the number of students offering four years' preparation in Latin for entrance and electing the Freshman course in college. While the proportion of Freshmen presenting four units of Latin has for the past six or seven years remained fairly constant, about 55 per cent, the percentage of those so prepared electing Freshman Latin dropped from 65 to 41 in the five years from 1906 to 1910, but increased to 53 per cent in 1911. The tendency in general seems to be for fewer students each year to present four units of Latin, and for a yet smaller percentage of those who do offer that amount to elect Latin in college. About forty students, on the other hand, who offered less than four units are now taking Latin in the Academy. In view of these facts the plan of establishing classes in the College in elementary Latin, parallel to those in Algebra and Geometry in the Department of Mathematics, is under serious consideration. Additional illustrative material was purchased, largely in Europe, in the course of the year, and all the slides owned by the department were catalogued and labeled by Dr. Armstrong. The apparatus of the departments of Greek and Latin has outgrown the quarters provided for it in room 36. The need of a larger storeroom, or of a separate room for the Latin material, suggests the possibility of enclosing the open space on the second floor of the court of Peters Hall, between rooms 36 and 37, to make a new room for this purpose.

In the *Department of Oratory* Professor Caskey gave all his time to the work in the College, having been relieved from the work in the Seminary at the end of the preceding year. The change enabled him to increase his college courses so that all were three-hour courses, to repeat the first semester of the elementary course in the second semester, and to give more individual attention to the students in the department. The number of

students was considerably smaller than the years before, an effect, Mr. Caskey believes, of the major system, which, as was noted above, tends to restrict free election of courses outside of the major groups. The year was but moderately successful in the contests in Debate and Oratory.

Mathematics and the Sciences

In the *Department of Mathematics* the teachers regard the effect of the major system as good for the work as a whole, though tending to reduce election of certain practical courses. The work of the year was, on the whole, very satisfactory. Notable events were the revival of the Seminar, which had a prosperous year under Professor Sinclair's direction. Professor Cairns continued to perfect his new text in Trigonometry, and reports further improvement in the organization of his course for teachers. Needs of the department, emphasized by the several teachers, are a set of mathematical models and other illustrative material, much larger appropriation for the library, and, as soon as possible, better grouping of the recitation rooms, so as to have for all classes easy access to the department's apparatus and illustrative material.

In the *Department of Botany*, the number of students was exactly the same as the year before; the proportion of men was somewhat smaller, but was almost exactly the same as in the College as a whole. The work of the student assistants was unusually effective, and helped greatly in achieving the good results of the year. In the summer the department was well represented at the Marine Laboratory at Woods Hole, and also in the school for preliminary study of Eugenics at the Cold Spring Harbor Marine Laboratory. Reports which have been sent back regarding the work of these students are most satisfactory, and are borne out by the facts given below in Professor Metcalf's report. Research was carried on throughout the year by both Professor Grover and Dr. Nichols, in spite of heavy departmental and outside work, and with valuable results, especially in the way of discovery of extended distributions and new varieties. The herbarium was increased by about seventeen hundred specimens. The constant and notable improvement in the herbarium, however, only intensifies the concern felt by the department over the unsafe condition of the building in which it is housed. There can be no question of the imperative necessity of a new Botany laboratory at the earliest possible moment.

For the *Department of Chemistry* Professor Jewett comments on the good work done by students in the course in Elementary Chemistry. The introduction of a new, modern text, with adequate presentation of the latest theories and opportunity for delicate experimentation, added much to the interest of the course. Professor McCullough notes also that the laboratory work was so rearranged as to make possible the introduction this year of a modern laboratory manual without a violent transition. The principal recommendation in regard to classes is the addition of another period of laboratory work in the elementary course, thus making a five-hour course. The chief difficulty in the way is the lack of enough assistants to oversee the work properly. Professor Menzies joins the other teachers in strong recommendation that student assistants be used for this purpose, both for the sake of the course and for the benefit of the students themselves. It is believed that their services would be entirely acceptable—a great improvement, in fact, on the present insufficient arrangement, while the assistants themselves would find it a great advantage in equipment for future teaching. This last advantage is greatly intensified by the departmental practice of holding a meeting of laboratory teachers each week and going over thoroughly the ground to be covered in the week's work. A further suggestion is that Mr. Jewett's practice of buying all his material by a system of competitive bids from importers should be so extended as to be used by one buyer for all the scientific departments. All the teachers feel also that the institution would gain greatly by employing a mechanic whose whole time would be at the disposal of the departments in the science division. Such a mechanic would be used to repair machinery that has got out of order and to construct much new apparatus at decidedly lower cost than it could be obtained by purchase. A beginning in this line is the arrangement by which the Physics Department now has part of the time of the College mechanic in return for certain assistance given by Professor Williams in the general electrical work of the College. Professor Menzies raises in his first report the question whether our rating of laboratory practice, which gives one hour of credit for three in the laboratory does not underestimate laboratory work, and whether the College is devoting sufficient attention to research in the way of allowing time and equipment to the teachers who might work at it. The science division will doubtless have these questions up for discussion in the course of the present year. Mr. McCullough would like to see a course estab-

lished along the line of application of Chemistry to the processes of daily life as soon as the situation of the department permits the introduction of such a course. He also feels that a projection lantern would be decidedly useful in the department.

For the *Department of Geology* Professor Hubbard reports a large increase in numbers, crowding the rooms at the disposal of the department to the utmost. The growth of the department, especially in view of the transfer, already recommended by the science division, of mineralogy from the department of Chemistry to that of Geology, makes imperative, Mr. Hubbard feels, the addition of another teacher. A further need in the department is that of more apparatus and library equipment, especially for the new courses in Geography. Mr. Hubbard reports a valuable summer's work in the Field Course in Geology in the Summer Session, with an enrolment of seven men and two women from Oberlin, and two men from Ohio State University. He makes the interesting suggestion that a field course in Topographic Surveying should be added, the students in which should go ahead of the class in Geology, doing the preliminary topographic work that has heretofore taken too much of the time of the Geology class. This arrangement, if carried out, would give the surveying class needed practice in a rougher country than is available in the vicinity of Oberlin, and save much of the time of the Geology class for the specific work of their subject. It seems an admirable suggestion.

For the *Department of Physics* Professor Williams reports the inauguration of a new course in introductory Physics, for students who have had or are taking Trigonometry, and covering the field in one year. The course so planned was started this fall with an enrolment of twenty-five. There can be no question that it meets the need of the institution at a very important point, and promises to be of very great value. Mr. Williams speaks of the load it adds to the department, urging the necessity of early appointment of an additional teacher. Such an appointment would permit also the establishment of some additional courses that it would be greatly to the advantage of the department and the institution to give, and would also make possible more personal supervision of the work in the laboratory. Mr. Williams seconds the suggestion made above, that the assistance now given to him by the College mechanician should be increased so as to be available for the whole science division, and to take the entire time of one man.

In *Physiology and Hygiene* Dr. Leonard, in anticipation of his absence in the present year, carried a heavy load, giving two courses in two divisions each, instead of the one usually given. This increased his classroom work to thirteen hours in the first semester, and fifteen in the second, besides the invariably heavy demands of other work in his department. Some feeling of compensation for the heavy work doubtless comes from the fact that the ten graduates from the teachers' course last year are all teaching in excellent positions. Dr. Leonard will spend this year in study at Johns Hopkins University and in Europe. An important gift to the department was that of a completely articulated skeleton, with suitable case, presented by Dr. Cliff Johnson Merriam.

For the *Department of Zoölogy* Professor Metcalf records the addition of more equipment, consisting of another projecting apparatus, smaller than the one already installed, and capable of being moved from room to room; an electric generator, used to transform alternating to direct current, five immersion microscope objectives, and a remarkably fine series of microscopic preparations of invertebrates. These important additions were made from the funds of the department. Mr. Metcalf joins Mr. Grover in testifying to the fine record made by Oberlin students at Woods Hole. "During the last four years five students in Botany, eleven in Zoölogy, and one in Physiology have gone from Oberlin to Woods Hole. I may say that with possibly two exceptions, the students we have sent have been among the best at Woods Hole." The success of Oberlin students in the training course for Eugenics at the Cold Spring Harbor Marine Laboratory is also brought out, especially in the fact that of the eleven students last summer who were retained this year on permanent appointment, six were from Oberlin. Yet Mr. Metcalf notes that we have not students enough for advanced positions offered in Zoology, and that the department is constantly urging talented students to take university training in preparation for such places, instead of accepting positions immediately. The large field opening seems abundantly to justify this recommendation. Professor Budington strongly urges the study of "teaching technique" on the part of the Faculty, that students who come to us well disposed toward the curriculum and its requirements may be confirmed in that feeling by the quality of work done with them, especially in the Freshman and Sophomore years. It may be noted that this recommendation is exactly in accordance with that of the Carnegie Foundation in the

report on Academic Efficiency. Mr. Budington notes with pleasure the presence of three students this year in the most advanced course in the department, a course which has been offered in previous years but not given because of lack of students prepared for the work. One of these took a course in laboratory Physiology, a subject in which Mr. Budington feels that a largely extended work should be done.

In regard to the work in *Ecology*, Professor Lynds Jones reports his inauguration of a series of experiments in plant breeding, with special reference to corn, and in breeding chickens. The experiments on corn were brought to a successful conclusion, those on chickens are continued this year. The classes in Ornithology in the second semester were large and successful. The beginning class was divided into two sections, to the great advantage of its work. The advanced class gathered valuable data for the investigation that Mr. Jones has been carrying on for a number of years. The suggestion made by others to Mr. Jones that Society Hall might be used as a permanent room for the Zoölogical museum is reported, with the alternative suggestion that French Hall, as the better building, might be considered for the purpose. Something should clearly be done to relieve the present unfavorable situation, but, as Mr. Jones says, the museum should not be moved again until it can be put into a permanent place.

History and the Social Sciences

Professor Lybyer's report from the *Department of Medieval and Modern European History* shows that one hundred and fifty-five students the first semester, one hundred and sixty-five the second, were enrolled in his classes. All the work required by the courses was carried by Mr. Lybyer himself, with the assistance of two student readers of papers. A plan was formed in the year to change the course in Medieval History to an outline course in the History of Europe from 395 to the present time, but it had to be deferred because of the absolute necessity of more teaching force to carry it out. This is unfortunate, because the establishment of such a course would be in line with changes that are now taking place in some of the institutions that are doing the best work in History, and would give a much more satisfactory survey of European History to students who can take but one course in the department. The other courses, if this were done, could be made more intensive and decidedly more valuable. An-

other advantage from increasing the teaching force would be that some courses not now given at all but very desirable for the college curriculum could be introduced, and others that are now offered in alternate years could be given annually. The great difficulty of the situation is that it is almost impossible to make an increase in the department of History that will be really helpful without going to the length of doubling the present teaching force; but the need is so clear that that step ought certainly to be taken as soon as circumstances will permit.

From the *Department of Economics and Sociology* Professors Wolfe and Lutz bring out strongly the needs of the department, especially those of a larger teaching staff and increased library appropriation. In regard to the teaching staff, it is pointed out that the average number of students in the department has increased in the last twelve years from 69 to 365, with an increase in "instruction units" from 621 to 2252. The advance in teaching staff is from one teacher to two on full time and one on half time. It is true that the department of Political Science has been set off meantime, but that does not improve the situation in regard to teaching in Economics and Sociology, because the figures given above as maxima do not include the students of the new department. The need of further increase is urgent. The department asks for an associate professor on full time, in addition to the present staff. Addition to the library appropriation is especially necessary, Mr. Lutz notes, in respect to provision for financial journals, of which there is none in the library now, and trade journals, the number of which is insufficient. Mr. Lutz urges that the needs of the departments in social science in these respects be given consideration comparable to that received by the departments dealing with the natural sciences.

Professor Geiser reports from the *Department of Political Science* an increase from eighty-five students in all classes last year, to one hundred and forty-six at the beginning of the present year, one hundred of whom are in the elementary course. He also feels strongly the need of assistance in teaching, and of additional equipment. More teaching force would permit not only a much needed division of the large elementary course, but the addition of very desirable new courses, and the extension from one semester to the whole year of certain other courses, especially those of Municipal Government and Elementary Law. Here again the need of relief is becoming steadily more acute.

Philosophy, Psychology, and Education

The *Department of Philosophy* reports the adoption of plans that make the prospect for the present year much better than it has been before. The whole of an instructor's time is now given to the department, allowing much more opportunity for individual dealing with the students in the courses. In the absence of Miss Kitch, who is working in the graduate school of the University of Chicago, Mr. Nicol, after a successful year as assistant, is acting as instructor. The great need of the department is of additional books and important journals in the library, particularly in the field of Comparative Religion, in which a largely extended work is being undertaken.

In the *Department of Psychology* Professor Stetson also reports that the provision made last year greatly improves conditions in the present year. An instructor now gives his full time to the department, and besides taking some of the elementary class work is of great assistance in the laboratory work in the advanced courses. The chief need of the department now is that of an appropriation of about one hundred dollars for models and elementary apparatus for the beginners' class. The regular appropriation provides, not too generously, only for equipment for the advanced work. In that work Mr. Stetson suggests also that a laboratory fee would be warranted, to cover the cost of materials used.

In the *Department of Education* Professor Miller gave a new two-hour course on the Administration of Public Education in the United States, with very satisfactory results. The enrolment in the department decreased somewhat, principally as a result of the establishment of the major system. It is hardly to be expected that large numbers of students should make Education the major study in a college course. Mr. Miller comments with satisfaction on the action of the Faculty in approving the existing teachers' courses in several departments, and recommending the establishment of similar courses in other subjects which are taught in the high school as well as in the college. By carrying out this recommendation, and still more by establishing practice teaching as a part of the work in such courses, a more nearly suitable preparation would be made possible, Mr. Miller feels, for students who plan to go into the work of teaching after graduation. Mr. Miller further suggests that it would be well for the College to decline to recommend as teachers graduates who have not taken any work in Education in the college course. His position is shown

in this quotation from his report: "I have hesitated to mention this, because it may seem an effort to increase the number of students in the department. Personally, I should very much prefer smaller classes made up of students who elect a subject because they wish to take it, rather than larger classes, part of whom are taking work because of some regulation. I do believe, however, that the college will serve the public better if it recommends only those who have had a certain minimum preparation for teaching." This position certainly seems well grounded.

General Suggestions

In this place are gathered the suggestions made by several teachers that bear on general matters rather than strictly departmental work. In this way it is hoped, by making it easy to read them all together, to give them the prominence that their broader scope warrants.

Professor Sherman suggests that it would be well to take steps to secure a chapter of Sigma Xi, the honorary scientific society, corresponding to Phi Beta Kappa in other lines. He believes that it would now be advisable to return to an interval of five minutes between classes instead of seven; and he urges also the desirability of members of the Faculty setting aside, as they do in many other institutions, an evening at home for the special use of students.

Professor Jelliffe would have more attention paid by the Committee in charge of the schedule to the convenience of teachers in the arrangement of their work, especially in the way of assigning, as far as possible, a teacher's hours so that they come consecutively. The need of attention first to the interests of students is recognized, but Mr. Jelliffe would not have it exclude regard for teachers' advantage as well. Professor Sinclair points out along a similar line, the economy of having a teacher's classes in consecutive hours assigned to the same room.

Professor Mosher calls attention to some cases in which reports asked for by the Faculty have been unduly delayed by the Committees from which they were asked, especially in case of certain matters affecting athletics. To correct this tendency, he suggests a requirement by the Faculty that a report upon matters referred for recommendation be made, either finally or with a report of progress, within six or eight weeks from the time of appointment. Mr. Mosher also believes that there should be closer supervision of the academic work of students engaged in the more prominent outside interests, so that only those should participate who are carrying fifteen hours of college work with three-fourths

of the work at the rate of *C* or better. He believes that students would coöperate with such a movement for better work rather than offer any objection to it.

Professor Grover suggests the addition of "vocational majors" to the departmental majors now established. Under such an arrangement a student would be permitted, under direction of his adviser or of some member of the Faculty assigned as a special adviser, to lay out a major course that would include work from more than one department, but would have a basis of unity in its bearing on the study in which the student meant later to engage, or the vocation which he meant to take up after graduation. It would be necessary, of course, in making such a major to restrict it in such a way as to insure sufficient advanced study, and to prevent excessive or unwarranted dissipation of the student's work.

Professor Lybyer urges an increase in the number of general advisers, so as to make the number of students assigned to one adviser not more than twenty, with a view to securing more intimate personal acquaintance between advisers and students. He also mentions the urgent need of more scholarships for students of little or no financial means. This need is so imperative, and its removal would be so productive of valuable final results that it should be given precedence, Mr. Lybyer feels, over that of the buildings, grounds, apparatus, salaries, and other objects so often emphasized.

Professor Lutz calls attention again to the number of semester theses sometimes required of one student in different and totally unrelated courses. The Board of Advisers, he suggests, should undertake to work out some way by which relief from a situation that goes far to destroy the value of such papers might be secured. Mr. Lutz also believes that the cause of breakdown on the part of many students is an undue amount of work on outside interests rather than on the courses taken. As an illustration he points to the heavy work required by the inter-society play of last year, in the preparation of costumes, scenery, etc., as well as the training for parts in the play. Such matters, he thinks, should be more closely supervised by the Faculty, if only for the sake of guarding the health of the students who participate. He would also have some means devised to insure steady, regular exercise on the part of all students, as a further means to the same end. Another suggestion is that more courses be offered in the Summer Session for the special benefit of teachers, with a view to attracting here some to whom other means of cultural development are not open.

III. INSTRUCTION

The material for this report on the subject of instruction in the College has been furnished by the Secretary. As has been the custom in previous reports, the facts have been condensed into tables showing, first, the range of instruction offered, and second, the amount of work actually done in the several departments by teachers and students during the year. The first table is based upon the announcement of courses offered for the year, as printed in the final catalogue of the year immediately preceding; the second is an epitome of the detailed information in regard to courses given and students taught which is printed in the back of this volume.

Range of Courses Offered

The first table shows simply the number of hours offered in the courses of the several departments, without regard to divisions of classes or to number of students. It is thus a simple showing of how much work students had the opportunity to elect in the given subjects. The amount of work offered is given in semester hours, a course with two, three, or four recitations a week for one semester being counted as two, three, or four hours respectively, whether the work is done in one or in more than one division of the class. The range of instruction offered in the year is fairly indicated by the number of semester hours so counted.

This table makes comparison easy, both with the offerings of the same department in previous years, and between different departments in the same year. It shows that in many subjects the range of work offered has been practically uniform for the past five years. In other subjects a much wider range of election is possible. The greatest advances in the last five years have been made in Chemistry, Economics and Sociology, English Literature, German, History, Mathematics, Philosophy and Psychology, Physical Training (Teachers' Course), Political Science, and Zoölogy. The advances for the year 1911-12 were largely in Drawing, Geology, German, History, and Mathematics. It should be noted, however, that the apparent advance in some departments is more or less offset by the fact that certain courses were not elected by a sufficient number of students and consequently were not given. A list of the courses thus omitted is given immediately after the table.

*Semester Hours Offered*¹

	1911-12	1910-11	1909-10	1908-09	1907-08
Archæology and Art.....	10	6	7	8	8
Astronomy	6	6	6	6	6
Bible.....	12	8	4	8	8
Bibliography	* 2	6	6	4	6
Botany	39	46	*25	30	28
Chemistry.....	53	58	57	38	34
Drawing	30	24	18	16	15
Economics and Sociology.....	40	40	34	24	24
Education	18	14	14	14	14
English Composition ..	12	14	13	11	12
English Literature	72	*42	72	68	52
French.....	*38	36	40	36	36
Geology	32	26	26	26	30
German	60	46	44	38	40
Greek... ..	30	28	28	28	28
History	61	54	42	46	48
Italian	0	0	8	0	8
Latin.. ..	26	24	24	28	28
Mathematics	67	61	61	47	49
Mineralogy.....	5	5	5	5	5
Music	16	20	20	22	22
Oratory	18	14	14	14	14
Philosophy.....	30	28	*32	38	32
Psychology.....	24	21			
Physical Training (for credit)	4	4	4	4	4
Physical Training—Teachers' Course	*37	44	43	38	25
Physics	32	24	26	22	32
Physiology.....	6	6	6	6	6
Political Science.....	22	22	22	20	16
Spanish	0	8	0	8	0
Zoology.....	45	42	42	46	27
	847	777	753	669	665

* Professor absent on Sabbatical leave.

¹In former years the figures for this table were compiled from the preliminary catalogue of the year in question, but for 1910-11 and 1911-12 the offerings in the final catalogue of the preceding year were counted, since the elections by students were made from that catalogue. The basis of comparison is therefore, for the present, not quite exact.

Thirteen courses offered in the catalogue were not elected by a sufficient number of students, and were therefore not given. These courses were the following: Botany 13; Chemistry 14; Drawing 5 and 6; Economics 15; English Composition 7 and 8; History 85, 86, 95, and 96; Zoölogy 7 and 8.

One course not previously offered in the catalogue, a seminar in Ornithology, was later offered and given.

Amount of Work Done

The next table has to do with the amount of work done by students in the several departments, stated in terms of "instruction units." Here no account is taken of the range of instruction offered in the several courses; the total number of hours of work for credit undertaken by students in all the classes and sections in the department is the subject here studied. On this basis there is certain to be a large number of instruction units in those departments in which some courses are required, larger, usually, than in departments in which instruction is wholly elective. The number is also considerably affected in some cases by the absence of the head of the department on Sabbatical leave, the year of absence usually showing a sharp decrease, with a correspondingly large advance in the succeeding year.

As used in the following table, an "instruction unit" means the instruction furnished to one student in recitations which are held once a week for one semester; in other words, an "instruction unit" represents one student in a one-hour course for one semester. To illustrate: a three-hour course in Trigonometry enrolling twenty-five students is here counted as representing seventy-five instruction units; a two-hour course in Latin enrolling fifteen students represents thirty instruction units. The table which follows shows the instruction, so measured, furnished during the year 1911-12, with the corresponding figures for the three years preceding added for comparison:

Instruction Units

Departments	Total Classes and Sections	Hours of Teachers' Time	Students			Instruction Units 1911-12	Instruction Units 1910-11	Instruction Units 1909-10	Instruction Units 1908-0
			Men	Women	Total				
Archaeology and Art.....	5	10	69	191	260	447	261	280	215
Astronomy	2	8	8	6	14	42	51	54	15
Bible	8	16	381	405	786	1572	1824	1304	1616
Bibliography	1	2	3	12	15	30	278	258	124
Botany	10	90	84	116	200	580	618	324	449
Chemistry and Mineralogy.....	11	209	217	190	407	1674	1901	1554	1548
Drawing.....	8	26	19	71	90	146	159		
Economics and Sociology.....	13	50	332	262	594	1769	1472	1171	801
Education	8	18	41	162	203	507	597	562	385
English Composition	49	98	459	537	996	1992	2371	2357	2126
English Literature	30	76	219	839	1058	2998	1803	3310	2280
French	32	92	170	315	485	1534	2122	2127	1953
Geology.....	8	49	111	39	150	456	379	426	266
German.....	40	126	259	458	717	2450	2532	2970	2158
Greek.....	10	28	47	83	130	447	295	334	364
History	23	58	289	358	647	1764	1971	1527	1667
Italian.....	0	0	0	0	0	0	0	60	0
Latin	17	44	42	292	334	857	968	1043	1087
Mathematics	37	124	381	274	655	1943	2428	2598	2317
Musical History	8	26	55	108	163	359	329	267	473
Oratory.....	8	24	86	50	116	348	555	386	574
Philosophy	12	30	148	232	380	1074	1076	1418	1439
Psychology.....	10	68	140	190	330	982	933		
Physical Training (for credit).....	21	67	344	362	706	706	642	618	499
Phys. Training, Teachers' Course..	25	54	116	338	454	810	815	579	444
Physics.....	8	96	53	18	71	321	420	379	328
Physiology and Hygiene	4	12	62	123	185	555	345	270	222
Political Science.....	8	22	156	26	182	538	404	547	353
Spanish.....	0	0	0	0	0	0	124	0	108
Zoology	11	117	110	94	204	602	700	648	585
Totals	427	1640	4401	6131	10532	27503	28373	27371	24396

The column marked "Hours of Teachers' Time" includes all time spent by teachers and assistants in classroom recitations and in laboratory instruction.

The enrolment for 1911-12 was six students less than during the preceding year, and a slight corresponding decrease occurs in the amount of instruction furnished.

In some departments there were increases in the amounts of instruction furnished, the greatest increases, as compared with the preceding year, being as follows:

Archaeology and Art	71.3	per cent
English Literature	66.3	"
Physiology and Hygiene	60.8	"
Greek	51.8	"
Political Science	33.2	"
Geology	20.3	"
Economics and Sociology	20.1	"

There were slight variations in the amount of instruction furnished in Astronomy, Botany, Drawing, German, Musical History, Philosophy, Psychology, Physical Training, and Zoölogy.

There were considerable decreases in the amounts of instruction furnished in the following departments:

French	38.3	per cent
Oratory	37.3	"
Physics	23.6	"
Mathematics	20.0	"
English Composition	15.9	"
Education	15.1	"
Bible	13.8	"
Chemistry and Mineralogy	11.9	"
Latin	11.2	"
History	10.5	"

The Department of English Literature ranked first in the amount of instruction furnished, with German second, English Composition third, Mathematics fourth, Economics and Sociology fifth, and History sixth.

In the two semesters of 1911-12 there were 427 classes or sections, as compared to 406 during the preceding year. The total enrolment in these classes was 10,532, and the average number of students per class was 24.67. The corresponding figure for the year 1910-11 was 26.50. This average decrease of almost two students in each class means greater teaching effectiveness, but there were still nine departments in which the average size of the classes or sections exceeded thirty, as follows:

Bible	98
Archaeology and Art	52
Economics and Sociology	46
Physiology and Hygiene	46
Chemistry and Mineralogy	37
English Literature	35
Physical Training (for credit)	34
Psychology	33
Philosophy	32

Details as to the enrolment of students in the various classes are given on pages.

Advances Made in Instruction

Here are recorded the advances that were provided for in the course of the year under review, but that actually take effect in the following year. The state of the College finances was such that there is little to report, in spite of the urgent and well-grounded requests from several departments for assistance.

In the departments of Philosophy and Psychology, Miss Kitch, who had been giving half time to each department, withdrew on a two-year leave of absence for graduate study in the University of Chicago. Instead of simply filling her place, each department secured the full time of an instructor. In this way it becomes possible to make a long-needed division of these required classes into sections of reasonable size. In the department of Economics the only additional appointment that could be made was that of a teaching assistant, to devote half her time to teaching sections of the elementary course. This new plan of handling the elementary course, by which the class meets as a whole for a lecture once a week, and for recitation in sections of reasonable size twice a week, will undoubtedly contribute much to the thoroughness of the work.

Advances Needed in Instruction

The most urgent need at the present time in regard to instruction is promotion of certain teachers whose long and admirable service in a lower rank should have been rewarded by advancement before this, if circumstances had made it possible. As it is, their claim to advancement, though never in any sense urged by themselves, ought to take precedence over all other demands of the situation.

Enlargement of the teaching staff is more imperative than ever in Economics and Sociology. The elementary class in that department has been divided into eight sections, with an average

of thirty in each section. All other classes in the department have shown large increases in enrolment, and some courses that are needed every year are given only in alternate years, so that it seems clear that the full time of a thoroughly equipped teacher should be provided immediately. The advances recommended last year for Geology, History, Physics, and Political Science are even more urgently needed now, as all the departments have much additional work either already going on or to be undertaken as soon as sufficient teaching force can be secured. In the department of German the very great increase in enrolment has already necessitated some addition to the amount of teaching, and the classes are still larger than can be well handled. If the pressure continues, a further advance will be necessary in this department also. The course in Appreciation of Music, in view of the heavy demand for it the past two years, should be either divided into two sections, or given in some room that would provide for a much larger number of students. The first alternative is the preferable one, on account of the danger of reducing the effectiveness of the work by allowing the class to become too large. In the department of Chemistry provision should be made, in accordance with the plans outlined in the report of the department, for a considerable amount of student assistance in the laboratory.

It will be noted that most of these needs are made decidedly more acute by the increased registration of the present year. This calls attention again to the absolute necessity of keeping the number of students within the limits of our present ability to provide instruction, unless sufficient additional income can be secured immediately to carry the heavy increases of expenditure over receipts made by their presence.

Instruction in the Summer Session

The recommendation made in the last report that the range of instruction in the Summer Session should be greatly increased was put into partial effect in the Session of 1912, as the report of the Chairman shows. The advance was abundantly justified, but it is not yet sufficient to put the work of the Session into its proper relation with that of the regular year. The salaries of teachers, also, especially in the higher ranks, are far from being what they should be. The desired situation cannot be reached until the College is in position to spend upon the work in the summer some part of the income from its endowment. This step should certainly be taken as soon as circumstances make it possible.

IV. STUDENTS

The material here presented in regard to the number, work, life, and interests of the student body has been drawn in large part from the reports of the Dean of College Men, the Dean of College Women, the Registrar, the Chairman of the Committee on Admission, and the Secretary of the Bureau of Appointments. These reports, which are printed in full in a later part of this volume, bear almost entirely upon such matters as have been indicated, and so may perhaps best be discussed, as far as discussion is necessary, in this connection.

Enrolment

The total number of students registered in the two semesters of the regular year was 998, of whom 655 had been enrolled in the College of Arts and Sciences before, while 343 were new students in the department. Of these 343 new students, 46 were admitted from other institutions to advanced standing. The grand total of students under the charge of the College Faculty, including the 39 registered in the Department of Drawing and Painting and 56 new students in the Summer Session, was 1093. It should be noted, however, that neither of these last groups is composed exclusively of persons of college rank, so that this last figure is of less value than it would be otherwise.

For the first time in more than twelve years the registration showed a loss compared with the enrolment of the year before. The number of students who had previously been enrolled in the College of Arts and Sciences was 18 more, however, than in the preceding year; but the number of new students was less by 24 than in 1910-1911. The number of new students coming from other colleges shows a decrease of 17 from that of the year before. These losses seem clearly to be due principally to the increase in tuition that went into effect for the year under review. They would probably have been more than offset by greater increase in the number of old students returning, but for some fear on the part of many students of the effect of the new regulations concerning scholarship established the preceding year. It is interesting to note that in spite of the loss in total registration, the number of men again shows an increase, and is once more the largest in the history of the College.

The facts in regard to registration in the regular year for the past twelve years may be seen in the following table:

	Men	Women	Total
1900-01.....	197	231	428
1901-02.....	242	257	499
1902-03.....	267	311	578
1903-04.....	279	354	633
1904-05.....	294	376	670
1905-06.....	297	417	714
1906-07	317	485	802
1907-08.....	307	511	818
1908-09.....	360	515	875
1909-10.....	395	587	982
1910-11.....	411	593	1004
1911-12.....	428	570	998

New Students

There was an interesting change in the geographical distribution of the new students of the year. The difference is shown in the following table of ranks of the first six states in the two years:

1911-12		1910-11	
1. Ohio	127	Ohio	142
2. Illinois	22	Pennsylvania	23
3. Pennsylvania	20	Illinois	20
4. Michigan	15	New York	19
5. New York	12	Wisconsin	13
6. Indiana	9	Michigan	12

These ranks seem to be subject to constant variation. Ohio remains steadily at the head, and increases the lead year by year. Illinois regained the second place, after losing it for one year to Pennsylvania. New York, which was second in 1909-10, drops still further to fifth place, while Michigan regains the fourth place, which she held the year before. Wisconsin, which had suddenly forged forward to a place in the list the year before, again dropped back. The ranks of the states for new students sent are quite different, it may be remarked, from those held by the same states for total number of students. The greatest interest in these details of new registration is of course in the basis they afford for study of tendencies, but adequate reasons for the shifting have not yet been discovered.

The number of new students coming from Oberlin Academy and the Oberlin High School was more nearly the same than ever

before, being 36 from the one, and 31 from the other. This is a further decrease in the case of the Academy, from 43 in the preceding year, 11.7 per cent of the whole number of new students, to 36, 10.5 per cent. The High School, on the contrary, showed an increase from 22 in the previous year, 6 per cent of the whole number, to 31, 9 per cent. An interesting table of the numbers sent by these schools for some years past may be found in the report of the Chairman of the Committee on Admission.

Degrees

The number of degrees (A. B. and A. M.) conferred in the course of the year was 210, the largest in the history of the department. The number of diplomas actually issued within the year was 214, also a larger number than in any previous year. The difference between these numbers is due to the fact that every year some students whose work was practically finished in some previous year finally complete all the requirements and receive their diplomas.

Attention may be called here to the interesting record, brought out in the report of the Registrar, of growth in the percentage of original members graduating in the successive classes. More than 49 per cent in the class of 1912 is certainly a good proportion, especially in view of the record of previous years.

Scholarship

The *Freshman Honor List*, containing the names of the Freshmen who ranked highest in scholarship in the first semester, and of the schools from which they came, is regularly published in this place. The students whose names appear on it all took at least eleven hours of regular Freshman studies. Any who did not take the full schedule of fifteen or sixteen hours usually filled out the remainder with studies in the Conservatory or in Fine Arts. In previous years the names of the *ten* students who ranked highest have been given in the order of their rank. Hereafter, in accordance with a vote of the College Faculty, the names of the highest *tenth* of the class will be published in alphabetical order, but as a further distinction the names of the first *ten* will be printed in italics within that list. The list for 1911-12, printed in that way, is as follows:

Ruth E. Alexander.....	Hiawatha, Kan., High School
Dorothea M. Anderegg....	Oberlin, O., High School
Esther L. Baldwin.....	Youngstown, O., Rayen School
Bruce R. Baxter.....	Lorain, O., High School
Clare E. Bell.....	Chicago, Ill., Austin High School
R. Kinnaird Bissell....	Oberlin, O., High School
Karl M. Cowdery.....	Oberlin, O., Academy
Juanita A. Davis.....	Gladstone, Mich., High School
Margaret Dewey	Elkhart, Ind., High School
Margaret W. Doerschuk..	Oxford, O., Oxford College Academy
Edwin Eells	Tacoma, Wash., High School
Grace R. Foster.....	Clyde, O., High School
Helen Hudson	Oberlin, O., Academy
Edith E. Husted.....	Oberlin, O., High School
James C. Judson.....	Sandusky, O., High School
Herman E. Nichols.....	Brooklyn, N. Y., Erasmus Hall High School
Helen I. Nourse.....	New Britain, Conn., High School
Eleanor Patrick	Omaha, Neb., High School
Frieda B. Pheatt.....	Toledo, O., Central High School
Dorothy Printup	Britton, S. D., High School
Grace A. Rice.....	Amherst, O., High School
Harold D. Smith.....	Barnesville, O., High School
Edith L. Stevick.....	Wellington, O., High School
Ruth I. Tubbs.....	Otsego, Mich., High School
Edith D. Whitney.....	Plainfield, N. J., High School
William H. Whitney...	West Chester, Pa., High School
Vesper H. Wood.....	Kankakee, Ill., High School

The preparation of the list offers the opportunity to average the grades of all the Freshmen, and to report back to the schools from which they came the result of their first semester's work. This practice has been of the greatest value, the Secretary reports, in our relations with contributing secondary schools.

The annual election to membership in the *Phi Beta Kappa* society provides a recognition of high scholarship maintained throughout the course. This honor was won by the following members of the class of 1912:

Margaret Eloise Bennett
Helen Maretta Dart
Ernest Carroll Faust
Frances Louise Hill
William George Jackson Jr.,
Donald Storrs King
Zella Irene Kreider
Willard Samuel Lines
Elmina Rose Lucke
Cora Estelle Prefert
Dorothy Virginia Robertson

Emery Simpson Sherwood
Ernest Rice Smith
Shirley Smith
Madeleine Sweet
Dorothy Rowland Swift
Ethel Florence Todd
Anna Belle Tracy
Favorite Wenk
Elda Williams
Hazel Audrey Worley
Ernest Roy Zechiel

The *general average of student scholarship* for the year was not noticeably different from that of former years, although the number of conditions and failures in the first semester was somewhat greater, and there seemed to be a rather lower average of ability and preparation in the entering class. At the end of the first semester 200 students incurred 258 conditions and failures, and left 28 courses unfinished, while 81 additional students left the work of one or more courses incomplete for various reasons. In the second semester 122 students incurred 154 conditions and failures, and left 10 courses unfinished, and again 81 additional students left some work incomplete. This record is not all that could be wished, but the average for the year is not worse than that of preceding years, and the improvement in the second semester is encouraging. It is probably true that the requirements of teachers were somewhat more exacting than they had been before, and they seem likely to remain so. It is hoped, however, that the years to come may be made to show a decided reduction in the amount of unsatisfactory work done by students.

Attendance

Dean Miller's report again shows that a very great majority of the men have a smaller number of absences, counting all that occur for all reasons, than would be allowed to all students under a "cut" system. There is no reason to suppose that the records for the women would fail to show this year, as they have shown in previous years, a like result. This is extremely gratifying.

Attendance at chapel has been less satisfactory. The situation there seems clearly to call for immediate and serious consideration of Mr. Miller's renewed suggestion that either the service should be proctored or the rule regarding it amended. The new suggestion in regard to changing the time of the service also deserves careful attention.

Student Interests

The year in this field was again, on the whole, a decidedly prosperous one. In athletics, probably the most prominent interest in the general estimation of the student body, there was again an admirable spirit as well as a fine record of success in the games. There can be no question of the great advance made in substituting Faculty coaching for the former plan of the short-time coach. The demands made upon the time and thought of the students who were members of the Varsity teams were considerably reduced, to the decided advantage of their work in the college studies. The steps taken in the direction of development of intra-mural sports on a large scale are very important, and it is to be hoped they will soon show tangible results.

Interest in dramatic representations was unusually strong. The Senior play was twice given to large audiences. The Junior play, the Inter-Society play, and the play by the French Club were also very successful. The very success of the presentation is beginning, however, to rouse some questions, voiced in an early part of this report by Professor Lutz, about the wisdom of devoting to them the amount of time and labor now required to the fairly frequent disadvantage of either the work or the health of the students interested. A step toward reduction of the labor required is the decision already reached to give the Senior play but once this year.

The *Review* continued through the year the plan, adopted in the previous spring term, of issuing two numbers each week, with such success that the plan has been permanently adopted. A slight increase in the subscription price of the paper has been authorized to meet the extra expense involved. The Monthly was well edited and fully demonstrated the desirability of such a periodical for the College. In both journals there has been a gain both in writing and in the mechanical makeup, but there is a possibility of further advance in both directions.

The social life was much the same as in former years. College women were again entertained at her home by Dean Fitch, and the Freshman women by Miss Doerschuk. The Freshman women were also entertained at the home of the President by

Dr. and Mrs. King, Dean Fitch, the Dean of the College, and Mrs. Cole. The Freshman men were invited to the President's home in four groups, and entertained by President King, Dean Miller, Professor Hutchins, and the Dean of the College. Professor and Mrs. Lybyer again spent much time and labor in the entertainment of students of foreign birth. Members of the Faculty also, perhaps in somewhat larger measure than before, entertained students individually and in parties at their homes. Social gatherings of the students themselves, particularly in class and house parties of various sorts, were as numerous and as enjoyable as ever. The Men's Building continues to make a large contribution to the social life of the men, and indeed upon occasion to that of the whole College.

An important movement among the women, described by Dean Fitch in her report, was the appointment of Senior Counselors for the Freshmen. This experiment will be watched with great interest, in view of the large possibilities in the plan, if it succeeds.

In the effort to reduce excessive participation by individuals in the various outside activities further progress was made in the course of the year. The plans given in last year's report were found not altogether satisfactory to the students themselves, when work was again begun upon them, and they were replaced by the plan described in an earlier part of this report, which was worked out by a joint committee of students and Faculty. It is very gratifying that a plan so admirable in simplicity and probable effectiveness as this was suggested by a student, and largely worked out in its details by the student committee. It is to be hoped that the work remaining to be done before the plan can be put into operation may be completed early in the present year.

The plan for supervision of the finances of the student organizations was again worked over and put into the hands of the Faculty Committee on Student Organizations for approval. It was not actually presented to the Faculty, but on the strength of the Committee's approval it has been put into effect this fall, and promises to be a decided advance upon the policy of no restriction.

Employment Bureaus

Mr. Bohn's report of the work of the Bureau of Appointments and the employment bureau of the Young Men's Christian Association again shows a large and increasingly valuable volume of business. The great value of the service rendered is shown most convincingly by the figures in the report itself. The suggestion

that the lines of similar effort should be more closely centralized is certainly one to be adopted, and there would probably be a gain also in joining with it, in time, the management of the beneficiary aid funds of the College.

V. ADMINISTRATION

As the year under review was the first in the term of the present Dean of the College, it seems proper to comment briefly upon the progress made in the development of the plans formulated last year for the office, and to offer some suggestions growing out of the experience of the year. Some reference will also be made to the relations with the other offices in the College department.

It must be admitted at once that little was done in the direction of constructive study of College problems. The demands of the routine work laid out, together with some other duties not planned in advance but asked by the Faculty, and some not foreseen at all but devolving logically on the office, were so heavy as to occupy the whole time of the year. A brief outline of this work may be given here.

The routine of the office as now constituted includes general direction of the registration of all students, both old and new. This comprises preparation of all the printed forms used, except those sent out to new students by the Secretary; conference with the Chairman of the Committee on Admission in regard to difficult or doubtful cases of applicants for admission; inspection of all registration cards filed by new students, and correspondence with the students concerning their choice of courses—nearly five hundred such letters were written in the summer just past; personal registration of all students who appear without having filed registration cards in advance; conference with the Board of Advisers, of which the Dean is *ex-officio* chairman, and any assistance possible in the performance of the work of the Advisers; and direct charge, as Adviser, of the registration of all new students the second semester.

After registration has been completed, all readjustments of work by students are under the charge of the Dean's office. Equalizing sections, furnishing blank forms of request for changes of study, directing the obtaining of necessary signatures, advising as to plans in difficult situations, charging and providing for collection of fees, authorizing necessary refunds of all sorts—all these details, most of which were formerly in the hands of the Registrar, have been transferred to this office, on the theory that the great

growth of the College has made considerable experience as a college teacher a necessary qualification in the one who is to handle all the questions involved. As a result the Registrar's office becomes more distinctly a place of simply recording and of furnishing records of students than is the case in most offices of the sort, partly for the reason just given, and partly because the Secretary's office, under our form of organization, also does a very large part of the work ordinarily attended to by a Registrar's office. On the other hand, there is already in progress or definitely planned a large development of highly valuable statistical work that will fall principally to that office.

The work connected with supervision of scholarship begins early in the year. The plans in use have been extended somewhat, so that at the end of the fifth week a report is asked from all teachers upon the work of every new student in the College, of any old students whose record for the preceding semester was unsatisfactory, and of any other student failing, or in danger of failing, in any class. These reports are assembled on individual cards bearing the student's name. Every student whose report shows a failure or more than one barely passing grade is summoned for a conference. Upon the results of this conference the Dean decides, with the advice of the Committee on Failure in Scholarship, what steps must be taken to secure improvement in the quality of the student's work. At the end of another four weeks a second report is asked upon the work of all these students, and conferences and adjustments again follow. In bad cases the process takes place a third time. After every such conference a letter goes to the student's home stating clearly the situation of his work and asking for coöperation in securing improvement. At the end of the semester any conditions and failures are recorded, and readjustments and letters again follow. The cards used in these processes are kept at hand throughout the student's course in college.

The work so far mentioned calls, as the description shows, for almost an equal amount of time each semester. The first semester requires in addition the preparation of a report to the President on the work of the preceding year, and of the preliminary budget of the College of Arts and Sciences for the next year, which is submitted to the Board of Trustees at the annual meeting in November. In the second semester comes the conduct of the work of the Committee on Appointments and of the Committee on Budget, as the Dean is *ex-officio* chairman of these two committees. Throughout the year a great deal of incidental

work of all sorts arises, both individual and with committees, sufficient in volume to take almost the entire remaining time of one person, and to make nearly impossible adequate preparation for the classes taught. The office hours announced for consultation with students were fourteen a week throughout the year, but it is safe to say that the average actually used for the purpose, including those devoted to special appointments made outside of office hours, was nearer eighteen.

In view of this rather difficult situation, some recommendations for improvement may be offered, primarily with a view to lessening the amount of routine in the office and giving more time for constructive study, but incidentally to secure also greater effectiveness and smaller cost, both in time and in expense, in certain important parts of the work of the year. The first is that there should be but one registration, in May, for the whole work of the year. It has already become evident that registration for the required courses in Psychology and Philosophy in the Junior year would best be made in that way, and there seems to be no really important reason why the whole schedule may not be made out at the same time. The process could be greatly facilitated by printing the departmental bulletin without separating the courses by semesters.

Another readjustment that would promote the effectiveness of the work would be to transfer to the Deans of Men and of Women the duty of interviewing and following up students whose scholarship is unsatisfactory. If each of these officers had charge not only of the attendance and the department, but also of the scholarship, of approximately one-third of the student body, there would be a much better opportunity for closer all-round supervision of the individual student, and the labor involved would not come nearly so heavily upon any one person.

A considerable gain was made in the summer by the establishment of a new office for the Deans of College Women in Peters Hall. A further pressing need is that of a similar convenient and thoroughly equipped office in Peters Hall for the Dean of Men. Hardly anything could contribute more to the effectiveness of his work than such an office, but how to secure it has not yet become evident.

Another great need is that of more regular clerical assistance for chairmen of committees, and for any other Faculty members who have a large amount of college correspondence to care for. This will probably be provided in time in connection with the office of the Secretary of the College, but it should be brought about as soon as possible.

VI. NEEDS

The needs of the College of Arts and Sciences have been somewhat modified in detail, but on the whole are essentially the same that have been set forth in these reports in former years. Nothing more need be done than to summarize them again.

Unquestionably the deepest need of the College is still the strengthening of the teaching staff by increase in the number of **teachers**, by promotion of thoroughly tested teachers of the lower ranks, and by a general increase of salaries. The continued growth of the College has again brought heavy pressure upon several departments, making even more urgent than before the need of certain increases already asked for, and creating in addition the necessity for advances hitherto unasked. In the matter of salaries there has been some improvement in the last few years, but not enough to warrant the College in resting satisfied with the progress that has been made. The fact that we have been successful in retaining some of our teachers against strong temptation to go elsewhere should not blind us to the fact that part of the inducement that keeps them with us in spite of attractive offers from other places is the expectation that the improvement which has been begun is to be continued and increased.

Hardly less acute is the necessity of great development of the equipment of the College. The need of a new recitation building, to cost one hundred and fifty thousand dollars or more, or, if the development of the College plan should require it, of a group of buildings to cost even a larger sum, is becoming more and more pressing as the years go on. Some advance has been made possible for the present year through the availability of French and Society Halls, and the consequent abandonment of some of the more unsatisfactory rooms in the distant Geological Laboratory; but the additional space so gained was more than balanced by the increase in the number of classes, which grew last year from 406 to 427, and has again in the present year shown a large increase, on account of the division of some large courses into rather numerous sections. At some hours of the day it is now impossible to find any more rooms to provide for future increases. It is not feasible to transfer many more classes to the afternoon, because of conflicts with laboratory periods in the scientific courses and with studies taken in the Academy at that time, and the absolute necessity, on the part of many students, of working in the afternoons for self-support. The contribution that a new, modern building or group of buildings would

make to the effectiveness of the work of the College can hardly be estimated.

Another need in the way of a building, one that has suddenly become stringent, is that of suitable quarters for the Art department. The provision made for the removal of the Academy from the Campus implies that the two small buildings formerly used by the Academy are to disappear as soon as circumstances permit. Every effort was made to provide another place for the Art department last summer, but without success. The use of Society Hall, which has been pronounced unsafe by the state authorities, cannot be continued beyond the present year, so that accommodations for this department, which is now under the charge of the College of Arts and Sciences, must be provided at once. The passing of Society Hall also deprives the College of an excellent recitation room on the second floor of that building. The permanent and most desirable solution of the problem would, of course, be the immediate erection of the new Art building, in which the College thus comes to have an even keener interest than before. In such a building the classes in Fine Arts would naturally have their recitation rooms.

The needs with reference to other buildings remain unchanged. The Botany Laboratory is utterly unsafe, and the valuable and growing collections in it are in daily danger of complete destruction. The Geology building is a similar makeshift, in somewhat better condition, to be sure, but wholly unworthy of an institution of the standing of Oberlin. The department of Physics would profit greatly by a transfer to a suitable building of its own, and the College would gain the use of several rooms in Peters Hall. Large increases of equipment are needed for these and for all the scientific departments, as well as for the department of Mathematics and the whole of the Social Science group of departments. For certain of the Language departments additions of equipment would be of very great value.

The increase of College funds for beneficiary aid urged by Professor Lybyer is sorely needed. Comparison with the reports of other colleges shows that in amount of funds available for this purpose we are far behind most institutions of our class. There is hardly any other form in which benefactions could serve more directly the purpose of increasing the service rendered by the College to the community at large. The assistance that can now be rendered, less as a rule, than half the student's tuition, makes it impossible for some very worthy and desirable students to obtain the education by which the community as well as them-

selves would profit. Another need again to be emphasized is that of departmental lectureships, with the income of which noted teachers and lecturers could be brought to speak before the students of the departments without the necessity of charging an admission fee. The contribution that could thus be made to the work of the departments would be very great.

The needs of the Library, despite the great advances that have been made, are as great as ever in practically all respects; through more adequate provision for meeting those needs the College would reap a larger advantage than any other department.

Respectfully submitted,

CHARLES NELSON COLE.

REPORT OF THE DEAN OF COLLEGE MEN

To the President:

SIR—The enrolment of men in the College Department for the year 1911-12 was 428, classed as follows:

Graduates	8
Seniors	82
Juniors	89
Sophomores	103
Freshmen	128
Specials	18
Total	<hr/> 428

This is again an increase over the previous year, and is the largest enrolment of college men in the history of the institution.

The number of Freshmen men enrolled was 128, slightly more than in the preceding year, but as the figures given later will show, there was an exceptionally heavy loss between the Freshman and Sophomore years in last year's Freshman class.

The enrolment of Freshmen men for the past ten years has been as follows: 84, 94, 85, 89, 108, 98, 124, 133, 123, 128. The enrolment of Freshmen men this fall is 124 as compared with 122 at this time last year. The total enrolment of men in the College this fall is 403, eight less than at the same time last year.

Losses During the Year

Thirty-three men left college during the year, classed as follows:

Freshmen	20
Sophomores	5
Juniors	5
Senior	1
Specials	2
Total	<hr/> 33

Eight of these 33 men are in college again this fall. The actual loss is therefore 25, rather than 33.

The reasons for leaving were as follows:

Hygienic reasons (sickness, eye trouble, etc.)	8
Dropped—poor scholarship	7
Stopped voluntarily—poor scholarship	5
Disciplinary reasons—dropped or asked not to re- turn	4

Home conditions.....	2
Finance	2
To enter Oberlin Business College.....	1
To play professional base ball.....	1
Married	1
To enter Western Reserve University.....	1
	<hr/>
	32

In addition to these 32 there must be added the death of one student, bringing the total to 33.

Losses to Other Institutions

Twenty-six men who were enrolled last year have left to study elsewhere. The institutions and numbers follow:

Beloit College.....	1
Columbia University.....	2
Harvard University.....	1
Kenyon College.....	1
Oregon Agricultural College.....	1
Ohio State University	7
University of Michigan	5
University of Pennsylvania	1
University of Washington	1
Western Reserve University.....	1
Technical work (school unnamed).....	4
To study music.....	1
	<hr/>
	26

Men Entering from Other Institutions

Sixteen men entered Oberlin this fall, with advanced standing from other institutions, as follows:

Adrian College	1
Anglo Chinese College.....	1
Beloit College	1
Berea College	1
Bethel College	3
Doshisha College	1
Goshen College	2
Kansas City University.....	1
Kiddder Institute	1
Kenyon College	1
Nebraska Wesleyan University	1
Paine College	1
University of Chicago.....	1
	<hr/>
	16

Former Students Returned

In addition to the 16 men entering from other institutions, there were also 16 men entering, who had been students in Oberlin before, but who did not complete last year's work in the College.

Total Losses

The total losses of men who were in attendance last year are as follows:

During the school year.....	25
Failed to enroll this fall.....	72
	<hr/>
	97

This number represents the actual loss of those who were enrolled as College students last year and are not enrolled in any department of the institution this year, excepting, of course, last year's Seniors.

Those who dropped out during the year and have re-entered are not considered in this count. The percentage of loss is 22.6 per cent. This is 2.2 per cent greater loss than last year at this point and 6.8 per cent greater than two years ago.

The loss by classes is as follows:

Per cent of loss by classes		
Freshmen	48	37.5
Sophomores	32	31.0
Juniors	8	9.0
Specials	9	50.0
	97	

The loss is especially high for last year in the Freshman and Sophomore classes. The loss here ought not usually to exceed 20 to 25 per cent. As I have pointed out in previous reports, there seem to be each year perfectly normal and unavoidable reasons that make necessary a loss of 20 per cent or a little more, between the Freshman and Sophomore years, and a somewhat smaller loss between the Sophomore and Junior years. It seems, however, that with a Freshman or Sophomore class of average ability, there ought not to be losses of 37.5 per cent and 31 per cent respectively.

The number dropped or dissuaded from continuing because of poor scholarship, is not quite as large as last year, so we can-

not attribute the increase over last year's figures to higher standards of scholarship and a changed system of marking and determining passing grades. Doubtless the increased loss of the last two years over preceding years is partly due to these causes.

Reasons

The reasons for this loss, as nearly as can be ascertained, were as follows:

To enter other institutions.....	26
Dropped or discouraged on account of poor scholarship	16
Hygienic reasons—ill health, eye trou- ble, etc.	14
Working	10
Financial reasons	5
Disciplinary reasons	5
Home conditions	2
To study music.....	2
Married	2
Death	1
Unknown	14
Total	97

Absences from Class

The records for absence show that during the first semester of last year the average number of absences for all causes was as follows:

Freshmen men.....	5.7	absences	per	semester
Sophomore “	7.2	“	“	“
Junior “	7.2	“	“	“
Senior “	7.8	“	“	“

The percentage of recitations lost amounts to 21½ per cent of the whole. In comparing our system with the cut system in general use the following figures are of interest. The usual cut system grants 15 or 16 absences a semester. During the first semester of last year

92.0	per	cent	of	the	Freshmen	had	15	absences	or	less.
89.0	“	“	“	Sophomores	“	“	“	“	“	“
88.3	“	“	“	Juniors	“	“	“	“	“	“
86.5	“	“	“	Seniors	“	“	“	“	“	“

This means that for all reasons only 8 per cent of the Freshman men had as many absences as the cut system allows, and that only 13.5 per cent of the Senior men had as many absences as the cut system allows.

The figures for the second semester have not been worked out as carefully, but the absences run somewhat higher. There seem usually to be more cases of sickness requiring somewhat prolonged periods of absence from class during the second semester than there are during the first.

The average number of absences for each man was as follows. during the second semester:

Freshman	8.3
Sophomores	9.5
Juniors	8.8
Seniors	7.2

As I have said, this average includes absences for all causes, including prolonged periods of sickness. It also includes absences from all subjects, including physical training. The absences from physical training probably total more than from any other single subject. There are many reasons that may incapacitate a man from attending a physical training class that would not interfere with attendance upon other lessons.

I have thought for some time it might be well for us to work out some regulation adding an hour or two hours to the requirements for graduation if a certain minimum number of absences was exceeded, but still keeping our policy of requiring an account to be given for every absence.

Club and Rooming House Situation

In the report of last year I spoke of the Club and rooming-house situation, and the action of the College in its attempt to check what seemed to be a growing tendency toward fraternities. To all appearances the men of the College have taken this action in good faith and are abiding by it. I have seen no evidence during the past year of any such tendency, or the formation of other exclusive clubs or societies. I have heard rumors, or at least a rumor, that at least one secret order is maintained here, but I have seen no indications that such is the fact.

Chapel Attendance

In my two preceding reports I have called attention to the subject of chapel attendance and have recommended a proctored chapel. I hope this matter may soon receive attention. If the chapel hour could be changed so as to occupy the time from 10 to 10.30, and the class hours run from 10.30 to 11.30 and 11.30 to 12.30 it would be a great gain in many ways. At present nearly 100 college men have to be regularly excused from chapel because their work as waiters and as helpers of various kinds in the boarding houses makes chapel attendance impossible. If chapel were placed at 10 o'clock all would be free to go. Then in my opinion it ought to be proctored or else made a voluntary matter. To repeat from the report of last year: "We ought either to change our regulation and say that chapel service is expected and desired"—not required—"or we ought to institute some machinery to see that the present requirement of the regulation is more effectively met."

Entertainment of Freshmen

The entertainment of the Freshman men by the President, assisted by the Dean of the College, Professor Hutchins, and the Dean of Men, was continued.

Athletic Situation

I can only emphasize what I said last year concerning our athletic situation. For the third year Oberlin has won the state championship in football. The spirit and attitude of the men has been admirable. In general our policy seems a sane, healthful, and desirable one. Our experience with a coach of faculty rank has been most gratifying. I hope we may never go back to the professional, short-time coach. Many of the abuses that have been prevalent in athletics in college life have been due in no small degree to the influence of the irresponsible coach, who is connected with the institution for only a short time and whose only interest is a winning team. If our Ohio Athletic Conference would as a body legislate forbidding the professional coach, the athletic situation in the state would be in every way commendable. In many ways the Ohio Conference is in advance of any other collegiate association in the country. Only those who knew something of the conditions preceding the formation of the conference can appreciate the changes that have been brought about.

*Development of the Spirit of Responsibility
Among Men of the College*

The present year will conclude ten years' service as Dean of Men. It may not be out of place to enumerate two or three of the more important changes that have taken place in that time that affect the life of the men and the spirit of the College.

It was recognized in beginning the work as Dean of Men that the important thing was not to initiate changes, but to bring about a spirit among the men that would lead them to support any advances that might be made, or if possible to themselves initiate such advances.

It has been the general policy of the office during this period to place as much responsibility as possible upon the men for their own conduct and for the general welfare of the College. This has been done in the belief that freedom and responsibility prepare for manhood, having always in mind the reservation that "it is freedom to be disciplined in as rational a manner as one is fit for," and that inability to accept responsibility necessarily forfeits some degree of freedom.

In general I believe it to be true that the men of the College have met and respected this attitude to a surprising degree during the past ten years.

It is much more difficult, and requires much more patience and more faith in human nature to bring about a sentiment in a body of students that leads to desire for new and better ways of doing things than it is to initiate changes and compel conformity to such changes. The latter is often necessary, but in many instances the important thing is to have the support of the students themselves. In each of the changes enumerated below the action came as the result of student sentiment, but this was preceded in each case by a period of patient suggestion before the idea finally took root.

The Men's Student Senate was organized September 26, 1906. Its work has been described before. There is no doubt as to its value from the standpoint of both students and faculty.

The Honor System has now been tried for three years and has shown itself a distinct advance over the preceding system.

The growth of a feeling of responsibility on the part of upper classmen for the younger men, is shown in the meeting of the President of the Senate with the Freshman class, and his explanation of the honor system and of many other features of college

life. Through this growing feeling of responsibility it has been possible to do away with the frequent and unseemly class squabbles that were so common a feature of the college life a few years ago. Hazing of any sort is also practically unknown.

There is, I believe, a hearty and sincere spirit of coöperation between the men and the administrative officers of the College, and none of the spirit of armed neutrality which so often prevails between students and faculty.

These changes have taken place while the enrolment of the men has increased from 279 to 428.

Deaths During the Year

I regret to report the death of Ray W. Miller of the class of 1912, who was drowned in Lake Erie, November 30, 1911; also the death of E. F. Hageman of the class of 1915, who died suddenly September 12, 1912, while expecting to return to college.

Respectfully submitted,

E. A. MILLER.

REPORT OF THE DEAN OF COLLEGE WOMEN

To the President:

SIR—The enrolment of women in the College of Arts and Sciences for the academic year 1911-12 was 600, as follows:

Graduates	11
Seniors	121
Juniors	131
Sophomores	118
Freshmen	155
Specials	34
Summer Session	30

To this total should be added 36 in the department of Drawing and Painting, not enrolled elsewhere.

The disciplinary work of this office has been very slight. Friendly conferences and warnings are usually all that is needed, even by those students who do not enter cordially into the regulations of our life here. No student has been asked to withdraw for disciplinary reasons.

The College Women's Senate has continued its helpful direction of the life of the students who spend the spring vacation at Lake Erie. They have also planned the arrangements under which, in special cars and with a chaperone for each small group, the young women were allowed to attend the Oberlin-Western Reserve football game in Cleveland. They have carried out faithfully the provisions they had adopted for the limitation of outside activities. At one of the first General Exercises for Freshmen, those ex-officio members of the Senate who are officers of other organizations presented the various activities in which the women are interested, and tried to make clear the spirit of coöperation with which Faculty and students work for the common good. At one of the General Exercises for the three upper classes in the spring the President and one other member of the Senate presented the history and aims of the Senate, seeking to arouse a more general sense of responsibility in view of new privileges granted. These meetings have been most frank and valuable.

The Honor Court has had no cases of dishonesty reported which called for decisive action; but conference has been held with a few guilty of carelessness and slight offences and warnings were administered. In conjunction with the Men's Senate, the women planned an extension of the honor system to include all forms of class-room and laboratory work, but the end of the year came before the arrangements were perfected.

A further attempt to enlist the upper-classmen, as well as to assist the Freshmen, is being made by the appointment of Senior Counsellors among the women. Last spring forty of the Junior women were elected by their class-mates to this honor, and this fall four or five Freshmen have been assigned to each one. It is too early to predict results but the interest with which both Seniors and Freshmen are entering into the relation seems to insure that it will be fruitful of much good for the women of both classes.

It seems to the Dean that the places where the conduct of the women leaves most to be desired are in the matter of chapel attendance and in greater fidelity to the provisions of the House Government Association. On both of these matters sentiment needs to be aroused and educated. It is hoped that the Senate will devote itself seriously to these issues this year.

The health situation of the year has given occasion for thought. In general the health has been good; there have been no epidemics and few cases of serious illness. But one member of the Senior class was obliged to give up her work at the close of the first semester and six others were at the hospital and out of classes for long periods varying from three to eight weeks. In four of these six cases the young women were in large measure self-supporting. There is certainly reason to fear that our efforts for increased efficiency are unduly taxing our women and to feel that larger assistance ought to be rendered self-supporting women to relieve them from so great a strain. The value of the arrangement between the College and the hospital whereby such students can be cared for in their illness without too great expense has been inestimable.

During the past year the help which Miss Doerschuk, the Assistant Dean, has given has made possible some increase in the efficiency of the Dean's office, as well as somewhat more adequate personal oversight and helpfulness. The fitting up of convenient and permanent offices in Peters Hall, which is being done this fall, is another forward step. Plans for the new resi-

dence halls, calling for attention to innumerable details, have taken precedence over many other desirable advances; but the effort has been made to maintain all the usual work in the way of conferences with individuals and committees, entertaining of students, and attendance upon their social functions, the value of which has made them seem an inevitable part of the mission of a Dean.

Respectfully submitted,

FLORENCE M. FITCH.

REPORT OF THE REGISTRAR

To the President:

SIR—As Registrar of the College, I have the honor to present herewith my annual report, covering the year 1911-12.

Enrolment

The enrolment in the College for the year 1911-12 was as follows:

	Men	Women	Total
Graduates	8	11	19
Seniors	82	121	203
Juniors	89	131	220
Sophomores	103	118	221
Freshmen	128	155	283
Special Students	18	34	52
	<hr/> 428	<hr/> 570	<hr/> 998

In comparison with the enrolment figures of 1910-11, this total shows a loss of six students. These nine hundred and ninety-eight students represent thirty-eight states and four foreign countries.

Degrees

The number of students completing the work required for the degrees given below during the year 1911-12, is as follows:

	Men	Women	Total
A. M.	6	6	12
A. B.	78	120	198

Of this number, one hundred and ninety-eight, three really belong to other classes, and are so enrolled in our Alumni lists. For various reasons they had failed to complete the required work for the degree until this last year, and they are not considered in the following table of statistics for the class of 1912.

The Class of 1912: Losses and Gains

Again I am able to repeat my statement of a year ago, that the last graduating class was the largest ever going out from

Oberlin, exceeding in numbers the preceding class, 1911, by nineteen.

Admitted September, 1908—	Men	Women	Total
Number of Students	117	144	261

Losses—

Left College during or at the end of the Freshman year	28	36	64
Left College during or at the end of the Sophomore year	16	15	31
Left College during or at the end of the Junior year	10	12	22
Entered a lower class	14	9	23
Entered a higher class	5	2	7
Entered as Special Students	0	1	1
Classed Senior, failed to complete the work required for the degree A. B...	6	3	9
Dismissed	3	0	3
Died	1	0	1
	<hr/>	<hr/>	<hr/>
Total Losses	83	78	161

Gains—

From higher classes	10	19	29
From lower classes	2	4	6
From outside schools in the Sophomore year	9	18	27
From Oberlin Academy in the Sophomore year	8	1	9
From other Colleges in the Junior year.	7	11	18
From other colleges in the Senior year..	5	1	6
	<hr/>	<hr/>	<hr/>
Total gains	41	54	95
Net loss	42	24	66

Although the losses throughout the four years seem large, I can again report a gratifying gain in the percentage of graduation from the original membership of the class upon its admission to College in 1908. In 1909 this percentage was 38.7; in 1910, 42.7; in 1911, 45.6; and in 1912, 49.04. Seven students who entered as Freshmen with 1912 graduated in 1911, and seventeen are now in College, enrolled regularly in different classes as candidates for the A. B. degree. Illness and financial reasons mostly account for these

students dropping back into lower classes. Counting the seven who graduated with 1911, and the seventeen now in College—if all complete the course—the percentage of graduation from the original membership of the class of 1912 will be increased by 9.19. Of the one hundred and seventeen students at some period enrolled as members of 1912, who left College before the beginning of the Senior year, part are accounted for in the table below. This table, however, is far from complete, owing to the obvious difficulty of getting at the real reasons for leaving College.

	Men	Women	Total
To enter other Colleges	18	15	33
Entered Oberlin Conservatory of Music.	1	1	2
To go into business	5	0	5
Poor health	3	2	5
Poor scholarship, not allowed or not encouraged to return	10	2	12
Married	1	1	2
To enter Oberlin Kindergarten Training School	0	2	2
Teaching	0	1	1
Dissatisfied	1	1	2
No reason known	16	37	53
Totals	55	62	117

The reasons most often given for changing to other colleges are: to combine a college and professional course, to enter a technical school, and to attend a college nearer home. In the number noted above, however, there are several who went elsewhere because health seemed to demand a change of climate.

Freshman Electives

The table below gives a basis of comparison in the choice of Freshman Electives during the last six years. Until 1911-12, Mathematics remained an absolute requirement, with Bible and English Composition. Last year the Freshmen were allowed to elect Mathematics or an ancient language as alternative, and English Literature (1 and 2), Mediæval, Modern, Roman, and Grecian History, and Theory of Music, were added to the list of possible Freshman electives.

	Fall 1906	Fall 1907	Fall 1908	Fall 1909	Fall 1910	Fall 1911
Number of Freshmen entering College..	250	242	266	323	277	278
Number of Freshmen electing						
Freshman Latin	83	96	69	75	67	71
Academy Latin	24	27	15	8	8	17
Beginning Greek	7	16	5	6	4	14
Advanced Greek	14	10	10	6	8	5
Mathematics						140
Beginning German.....	43	45	36	51	51	57
Advanced German	99	93	92	133	90	120
Beginning French	76	83	62	87	82	60
Advanced French	19	16	26	35	22	23
Science	71	69	98	118	70	75
History			20	42	73	83
English Literature (1 and 2)						36
Theory of Music						13

The final choice between Mathematics and Ancient Language for the entire membership of the class is not shown in the table above, because quite a large number had entrance requirements to meet, and could not elect regular Freshman work, while some others were unable to carry the full number of hours. Of the seventy-five Freshmen who elected Science last year, fifty-seven chose Chemistry; seven, Geology; six, Botany; five, Zoölogy. The small number electing Geology and Zoölogy is largely accounted for by the fact of insufficient preparation for these courses, while the requirement of Freshman Mathematics as a preliminary course for Physics, practically excluded that Science from the possible list of Freshman electives. For this year there is some change in the courses in Physics which may result in bringing it into the range of Freshman election.

Before going on I wish to mention the present Senior Class with its splendid enrolment of two hundred and nineteen members, and its evident strength and high standards.

During the summer just past, I again availed myself of the opportunity of attending the meeting of the American Association of Collegiate Registrars held in Chicago. A much larger number of Colleges was represented than at the meeting in Boston a year ago, many more coming from the institutions in the Middle West, but not quite as many from New England. Some excellent papers were presented and the Round Table discussion was free and

profitable. This Association is but two years old, and the attendance and interest in the second session seem to prove conclusively its usefulness. The program was excellent in arrangement, subject, and result, and the conference, suggestive and helpful. The spirit of fellowship was fine, and the enthusiasm and interchange of ideas and experiences can but result in benefit to us who were present, and we earnestly hope to the Colleges and Universities we represented.

Respectfully submitted,

FLORA ISABEL WOLCOTT.

REPORT OF THE CHAIRMAN OF THE COMMITTEE ON ADMISSION

To the President:

SIR—This report includes only those matters directly connected with my work as Chairman of the Committee on Admission to the College of Arts and Sciences. For the other work of the Secretary's office, reference is made to pages 131-148.

ANALYSIS OF THE COLLEGE ENROLMENT

The following table shows:

- (1) The students who returned during the year 1911-12 after previous enrolment in the College of Arts and Sciences;
- (2) The new students for whom the year 1911-12 was the first year in the College:

	Men	Women	Total	Per Cent of whole numb'r
(1) Students who returned after previous enrolment in the College of Arts and Sciences—				
Enrolled, preceding year (1910-11)	265	354	619	62.0
Enrolled, prior to 1910	12	24	35	3.6
	277	378	655	65.6
(2) New students—				
Never before enrolled in any department	125	176	301	30.2
Enrolled previously in Oberlin Academy	24	12	36	3.6
Enrolled previously in the Conservatory of Music	2	4	6	.6
	151	192	343	34.4
Complete Totals	428	570	998	100.0

From this table it will be seen that 655 students, representing 65.6 per cent of the total, had been in previous attendance in the College of Arts and Sciences, and that 343 students, representing 34.4 per cent of the total, were new students in this department. The corresponding percentages for 1910-11 were 63.5 and 36.5 respectively. Each year slightly more than one-third of all the college students are new.

CLASSIFICATION OF NEW STUDENTS

The 343 new students admitted to the College of Arts and Sciences were classed as follows:

	Men	Women	Total
Admitted as Graduate Students...	1	2	3
Admitted as Seniors	5	1	6
Admitted as Juniors	3	9	12
Admitted as Sophomores	11	14	25
Admitted as Freshmen	125	145	270
Admitted as Specials	6	21	27
	<hr/>	<hr/>	<hr/>
	151	192	343

In addition to the 270 Freshmen shown above, there were thirteen others whose names were listed in the catalogue as members of the Freshman class who were Freshmen during the preceding year and failed to advance to the Sophomore class. The total number of all Freshmen as shown in the final edition of the catalogue for 1911-12 was 283.

NEW STUDENTS: COMPARISON FOR NINE YEARS

A comparison showing the classification of new students for nine years is added at this point:

	1903 -04	1904 -05	1905 -06	1906 -07	1907 -08	1908 -09	1909 -10	1910 -11	1911 -12
Admitted as Graduate Students	5	3	1	3	3	6	5	3	3
Admitted as Seniors	6	5	8	2	6	6	7	12	6
Admitted as Juniors	13	6	14	15	16	17	18	18	12
Admitted as Sophomores	23	20	23	23	21	18	35	30	25
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	47	34	46	43	46	47	65	63	46
Admitted as Freshmen	210	187	195	242	241	257	319	267	270
Admitted as College Specials.	30	40	31	36	36	43	37	37	27
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	287	261	272	321	323	347	421	367	343

The gains from other colleges more than balance the losses of students who leave Oberlin to go to other colleges.

The decrease in the number of students admitted with advanced standing seems to be temporary; the registration for the present year of 1912-13 again shows more than 60 advanced standing students.

During the last four years the number of new students admitted has remained about the same, with the exception of the year 1909-10; in that year there were registered fifty more new Freshmen than usual, but the reason for the increase I have never been able to understand. The number of new students of Freshman rank for the year 1912-13 shows a larger number than in any year except 1909-10.

STUDENTS ADMITTED TO ADVANCED STANDING

The preceding table shows that 46 new students were admitted to higher rank than Freshman. In addition to this number, two students classed as College Specials came from other colleges and were entitled to advanced standing; two students who were classed as Freshmen came from other colleges with some college credit in advance of the entrance requirements; and two students entered from previous study in Oberlin Academy with credits amounting to somewhat more than a half year of college work. Taking the above facts into consideration, the aggregate of students admitted with advanced standing is therefore 52, rather than the number shown in the table (46).

Of this total of 52 students admitted with advanced standing, 44 came to Oberlin College from 33 different colleges as follows:

Amherst College, Massachusetts.....	1
Baldwin University, Ohio.....	1
Beloit College, Wisconsin.....	2
Berea College, Kentucky.....	3
Bethel College, Kansas.....	2
Central Mennonite College, Ohio.....	1
Chicago Institute and Training School of Y. M. C.	
A., Illinois	1
College of Idaho, Idaho.....	1
Colorado Agricultural College, Colorado.....	1
Dartmouth College, New Hampshire.....	1
Defiance College, Ohio.....	1
Denison University, Ohio.....	3
Fitchburg State Normal School, Massachusetts...	1
Grinnell College, Iowa.....	1
Heidelberg College, Ohio.....	1
Indiana University, Indiana.....	1
Lake Erie College, Ohio.....	2
Lehigh University, Pennsylvania.....	1

Michigan Agricultural College, Michigan.....	1
Michigan State Normal College, Michigan.....	1
National Park Seminary, District of Columbia.....	1
Normal College of the City of New York, New York	1
Northwestern University, Illinois.....	1
Ohio University, Ohio.....	1
Ohio Wesleyan University, Ohio.....	1
Purdue University, Indiana.....	1
Simpson College, Iowa.....	1
University of Cincinnati, Ohio.....	1
University of Minnesota, Minnesota.....	1
University of Washington, Washington.....	1
University of Wooster, Ohio.....	1
Wellesley College, Massachusetts.....	1
Western Reserve University, College for Women, Ohio	5

Five students who were enrolled in Oberlin Academy during the preceding year were able to enter the College of Arts and Sciences as Sophomores; these students did not have sufficient credits to secure the Freshman classification at the beginning of the year, but were ranked as Academy students with advanced credits, and by doing extra work during the year they were able to secure classification the succeeding year as Sophomores with deficiencies. Advancement in classification in some such way as this is facilitated by enrolment for summer work in the Oberlin Summer Session.

One student who had spent four summers in enrolment in the Oberlin Summer Session was able to present credits sufficient to give classification as a Sophomore.

As previously mentioned, two students who had been enrolled in Oberlin Academy during the preceding year entered with classification as Freshmen, but with such advanced credits as entitled them to be considered of advanced standing rank rather than as students of Freshman grade.

STUDENTS ADMITTED AS FRESHMEN AND AS SPECIAL STUDENTS OF FRESHMAN RANK

It is of interest to know where the Freshmen and the College Specials of Freshman rank received their preparation for college.

As referred to in the preceding section of this report, two of the Freshmen and two of the College Specials had studied in other institutions and were really of higher rank than Freshman; and

two others who entered after previous work in Oberlin Academy, while technically classed as Freshmen, should really be considered as students of advanced standing rather than Freshmen.

The table on page 222 shows 270 new Freshmen and 27 new College Specials, a total of 297. Subtracting the six students above mentioned there remain 291 students who came into the College of Arts and Sciences from 182 high schools, academies, and other preparatory schools.

Forty-two schools sent more than one student. Oberlin Academy was represented by 29 students, and Oberlin High School by 31. Of the outside schools, Toledo (Ohio) Central High School again leads with a total of five students; four students were received from the West High School of Cleveland, and the same same number from Rayen School of Youngstown, Ohio. Four schools were represented by three students each, thirty-three schools by two each, and 140 schools by one student each.

The 182 schools which furnished new students of Freshman grade for Oberlin College were as follows:

Albion, N. Y., High School.....	1
Alpena, Mich., High School.....	2
Amherst, O., High School	2
Amsterdam, N. Y., High School.....	1
Anderson, Ind., High School.....	1
Andover, Mass., Abbott Academy.....	1
Andover, Mass., Phillips Academy.....	1
Ashland, Ky., High School.....	1
Ashtabula, Ohio, High School.....	2
Aurora, Ill., West Side High School.....	1
Aurora, Mo., High School	1
Aurora, O., Township High School.....	1
Austin, Minn., High School	1
Barnesville, O., High School.....	2
Barre, Vt., Goddard Seminary	1
Bedford, O., High School.....	1
Bellefontaine, O., High School.....	1
Bellevue, O., High School.....	2
Bergen, N. Y., High School.....	1
Berne, Ind., High School.....	1
Binghamton, N. Y., Central High School.....	1
Bowling Green, O., High School	2
Bradford, Mass., Bradford Academy	1
Brecksville, O., High School.....	3

Britton, S. D., High School.....	1
Brooklyn, N. Y., Erasmus Hall High School.....	1
Buffalo, N. Y., Lafayette High School.....	1
Caldwell, O., High School.....	1
Campbell, Cal., Union High School.....	1
Canton, O., High School.....	1
Chagrin Falls, O., High School.....	1
Chenoa, Ill., High School.....	1
Chicago, Ill., Austin High School	3
Chicago, Ill., Hyde Park High School.....	1
Cincinnati, O., Walnut Hills High School.....	1
Clyde, O., High School.....	2
Cleveland, O., East High School.....	2
Cleveland, O., Glenville High School.....	1
Cleveland, O., High School of Commerce.....	1
Cleveland, O., Lincoln High School.....	2
Cleveland, O., West High School.....	4
Coldwater, Mich., High School.....	2
Columbus, O., East High School.....	1
Commerce, Tex., East Texas Normal College.....	1
Conneaut, O., High School.....	1
Cortland, O., High School.....	1
Covington, O., High School.....	2
David City, Neb., High School.....	1
Dayton, O., Steele High School.....	1
Decatur, Ill., High School.....	1
DeGraff, O., High School.....	1
Denver, Colo., East Side High School.....	1
Detroit, Mich., Central High School.....	2
Dover, O., High School.....	1
Dowagiac, Mich., High School.....	2
Dundee, Ill., High School.....	1
East Cleveland, O., Shaw High School.....	1
East St. Louis, Ill., High School.....	1
Edinboro, Pa., Northwestern State Normal School..	1
Elgin, Ill., High School.....	1
Elkhart, Ind., High School.....	1
Elyria, O., High School.....	2
Ephrata, Pa., High School.....	2
Erie, Pa., High School.....	1
Escondido, Cal., High School.....	1
Fairmont, Minn., High School.....	1
Findlay, O., High School.....	1

Flemington, N. J., High School.....	2
Fort Atkinson, Wis., High School.....	1
Fredericksburg, O., High School.....	1
Fredericktown, O., High School.....	1
Fremont, O., High School.....	1
Gibsonburg, O., High School.....	1
Gladstone, Mich., High School.....	1
Grand Junction, Colo., High School.....	1
Greenwich, Conn., High School.....	2
Grinnell, Ia., High School.....	1
Hamilton, Mo., High School.....	1
Hiawatha, Kan., High School.....	1
Huntsburg, O., High School.....	1
Jefferson, O., High School	1
Johnstown, Pa., High School.....	1
Jonesville, Mich., High School.....	1
Kankakee, Ill., High School.....	1
Kansas City, Kan., High School.....	1
Kendallville, Ind., High School.....	1
Kent, O., High School.....	1
Kenton, O., High School.....	2
Kinsman, O., High School.....	1
LaGrange, O., High School.....	1
Lakewood, O., High School.....	3
Lancaster, O., High School.....	1
Lansdowne, Pa., High School.....	1
London, O., High School.....	1
Lorain, O., High School.....	2
Lyons, Ind., High School.....	1
McComb, O., High School.....	1
Macon, Mo., Blees Military Academy.....	1
Marengo, Ia., High School.....	2
Mason City, Ia., High School.....	2
Medina, O., High School.....	2
Milwaukee, Wis., South Division High School.....	1
Minonk, Ill., High School.....	1
Moline, Ill., High School.....	1
Monroeville, O., High School.....	2
Morgan Park, Ill., Morgan Park Academy.....	1
Morris, Ill., High School.....	1
Monson, Mass., Monson Academy.....	1
Mount Pleasant, Utah, Wasatch Academy.....	1

Mount Sterling, Ill., High School.....	1
Mount Vernon, O., High School.....	1
Muncie, Ind., High School.....	1
Negaunee, Mich., High School.....	2
New Britain, Conn., High School.....	1
New Castle, Pa., High School.....	3
New Madison, O., High School.....	1
New York, N. Y., Ethical Culture High School.....	1
North East, Pa., High School.....	1
Northport, Mich., High School.....	1
North Tonawanda, N. Y., High School.....	2
Norwalk, O., High School.....	1
Notre Dame, Ind., University Preparatory School..	1
Oberlin, O., Academy.....	29
Oberlin, O., High School.....	31
Oberon, N. D., High School.....	1
Omaha, Neb., High School.....	2
Otsego, Mich., High School.....	2
Ottawa, O., High School.....	1
Oxford, O., Oxford College Academy.....	1
Parkersburg, W. Va., Sumner High School	1
Pennsburg, Pa., Perkiomen Seminary.....	2
Perrysburg, O., High School.....	1
Pittsburg, Pa., Pittsburg Academy.....	1
Pittsfield, Mass., High School.....	1
Plainfield, N. J., High School.....	1
Port Jervis, N. Y., High School.....	1
Portsmouth, O., High School.....	1
Port Washington, Wis., High School.....	1
Princeton, Ill., High School.....	1
Princeton, Minn., High School.....	1
Quincy, Ill., High School.....	1
Ravenna, O., High School.....	2
Roann, Ind., High School.....	1
Rochester, Pa., High School.....	1
Rolfe, Ia., High School.....	1
Rutland, Mass., High School.....	1
Rutland, Vt., High School.....	1
St. Joseph, Mich., High School.....	1
Salem, O., High School.....	1

Sandusky, O., High School.....	2
Satara, India, High School.....	1
Seattle, Wash., Lincoln High School.....	1
Seward, Neb., High School.....	1
Sharon, O., Township High School.....	1
Shelby, O., High School.....	2
Sioux Falls, S. D., All Saints School.....	1
Smith Center, Kan., High School.....	1
Smyrna, Turkey, International College.....	1
Solon, O., High School.....	1
Steelton, Pa., High School.....	2
Stillman Valley, Ill., High School.....	1
Stone Creek, O., Lake Township High School.....	1
Swissvale, Pa., High School.....	1
Syracuse, N. Y., Central High School.....	1
Tacoma, Wash., High School.....	1
Thetford, Vt., Academy.....	1
Toulon, Ill., Academy.....	1
Toledo, O., Central High School.....	5
Union City, Pa., High School.....	1
Union Mills, Ind., High School.....	1
Washington, Ia., High School.....	1
Waupaca, Wis., High School.....	1
Wauseon, O., High School.....	1
Wellington, O., High School.....	2
West Chester, Pa., High School.....	1
West Chester, Pa., State Normal School.....	1
Westfield, N. Y., High School.....	1
West Seattle, Wash., High School.....	1
Wheaton, Ill., High School.....	1
Wilmington, Del., Howard High School.....	1
Woodstock, Ill., High School.....	1
Youngstown, O., Rayen School.....	4

It may be noted that eleven years ago, in 1901-02, the number of schools which furnished students of Freshman rank was only 62.

Students Admitted from Oberlin Academy

Oberlin Academy naturally stands at the head of the schools which furnish new students for the College of Arts and Sciences. In 1911-12, 36 students were admitted to the College after previous enrolment in the Academy, 31 of these being classed as Freshmen and Specials, and 5 being classed as Sophomores.

These 36 students represent 10.5 per cent of the total number of new students admitted. Twenty years ago the Preparatory Department furnished 75 per cent or more of the new students in the College; in the fall of 1895 the Academy furnished 94 students out of a total of 140, being 67.1 per cent. The decreasing percentage of recent years will be seen in the following table:

Year	From Oberlin Academy	Total New Students	Per Cent
1900-01.....	76	170	44.6
1901-02.....	64	207	30.9
1902-03	69	231	29.4
1903-04.....	69	287	24.0
1904-05.....	50	261	19.1
1905-06.....	44	272	16.2
1906-07.....	50	321	15.6
1907-08.....	40	323	12.4
1908-09	41	347	11.8
1909-10.....	53	421	12.6
1910-11.....	43	367	11.7
1911-12.....	36	343	10.5

Students Admitted from Oberlin High School

Beginning with the year 1904, the graduates of Oberlin High School have been prepared for admission to the College of Arts and Sciences, and the importance of Oberlin High School as a fitting school for the College may be seen from the following table:

Year	From Oberlin High School	Total New Students	Per Cent
1904-05.....	20	261	7.7
1905-06.....	14	272	5.1
1906-07.....	19	321	5.9
1907-08.....	14	323	4.3
1908-09.....	40	347	12.2
1909-10.....	29	421	6.9
1910-11.....	22	367	6.0
1911-12.....	31	343	9.0

GEOGRAPHICAL DISTRIBUTION OF NEW FRESHMEN AND OF NEW
COLLEGE SPECIALS OF FRESHMAN RANK

The number of new students of Freshman rank who received preparation for college in the state of Ohio, exclusive of Oberlin Academy and Oberlin High School, was 97. Illinois ranked second with 22, Pennsylvania third with 20, Michigan fourth with 15, and New York fifth with 12. The table which follows gives detailed information for each state:

California	2	New York	12
Colorado	2	North Dakota	1
Connecticut	3	Ohio	157
Delaware	1	Pennsylvania	20
Illinois	22	South Dakota	2
Indiana	9	Texas	1
Iowa	7	Utah	1
Kansas	3	Vermont	3
Kentucky	1	Washington	3
Massachusetts	6	West Virginia	1
Michigan	15	Wisconsin	4
Minnesota	3	Foreign	2
Missouri	3		—
Nebraska	4		291
New Jersey	3		

AMOUNT OF ENTRANCE CREDITS

No student is classed as a Freshman who presents less than fourteen units of entrance credit, as defined in the catalogue. For full rank as a Freshman the student presents fifteen entrance units. Ordinarily preparation in a good high school ought to furnish sixteen entrance units, but the college does not allow college credit for the extra unit of preparation except upon an examination, to be taken on the first Monday after the opening of the college year. The details of the examination arrangements for college credit for the extra unit of high school preparation were printed in my report of 1910-11. Our experience with the operation of this restrictive arrangement has been entirely satisfactory.

As stated on page 225 there were 291 students (129 men and 162 women) who entered the College of Arts and Sciences with classification as Freshmen or as College Specials of Freshman rank. In the following sections there are presented some facts with reference to the preparation of these students. A "unit" of

work for entrance is defined as “a course covering an academic year that shall include in the aggregate not less than 120 sixty-minute periods of class-room work, two hours of laboratory work being equivalent to one hour of class-room work.” The work usually done in a subject in a high school during a year of thirty-six weeks with recitations five times a week, each recitation nominally forty-five minutes in length, but actually about forty minutes in length, exactly meets this definition.

The details of the entrance credits of the 291 students are as follows:

	Men	Women	Total
14 units	5	9	14
Between 14 and 15 units	7	10	17
15 units	41	24	65
More than 15 units	76	119	195
	129	162	291

The following table gives the number of students conditioned at entrance, the number who exactly met the admission requirements, and the number who entered with more than fifteen units of credit, with comparisons added with the years 1909-10 and 1903-04:

	1911-12		1909-10	1903-04
	No. of Students	Per Cent	Per Ct.	Per Ct.
14 units	14	4.9	7.3	13.3
Between 14 and 15 units ..	17	5.8	9.0	23.2
15 units	65	22.3	15.4	18.0
More than 15 units	195	67.0	68.3	45.5
	291	100.0	100.0	100.0

From the above tables it will be seen that 12 men and 19 women, a total of 31 students, were admitted with less than the full requirement of fifteen units, the percentage being 10.7, as compared with 15.5 in 1910-11, 16.3 in 1909-10, and 36.5 in 1903-04. It is gratifying to note the decreasing number of “conditioned” Freshmen.

The tables also show that a total of 195 students, representing 67 per cent of the new Freshmen, presented more than fifteen units of entrance credit. Probably not more than from five to ten per cent of these students took the entrance examinations for college credit. The exact figures on this point are not available.

The arrangement in force governing the assignment of college credit for a postgraduate year of high school preparation provides that four semester hours of college credit may be granted for each unit of excess entrance credit earned during the postgraduate year of work. Under this arrangement 28 students (12 men and 16 women) received allowances of college credit for extra preparation secured during a fifth year of high school enrolment.

ENTRANCE SUBJECTS PRESENTED BY FRESHMEN

In previous years I have presented a careful study of entrance subjects presented by Freshmen. It is the plan hereafter to have this detailed study presented once in two years instead of each year as heretofore. For the present report, the information furnished has to do chiefly with entrance deficiencies.

English. The minimum requirement is three units. More than half of the new students each year present four units of preparation.

Only one student entered with a deficiency in English, a young man whose preparation amounted to only two and one-half units.

History and Civics. The minimum requirement in History and Civics is one unit. Only two students failed to meet this requirement: one young woman presented no preparatory work in History, and one young woman presented only a half unit of History preparation. Students who present less than one unit are required to elect History courses in the college to balance the deficiency.

Mathematics. The full requirement in Mathematics is three units. The preparation in Algebra extends over at least a year and a half, the last half year being given to Advanced Algebra; the preparation in Geometry includes both Plane and Solid Geometry, one year being ordinarily given to the preparation in Plane Geometry and a half year to Solid Geometry.

There were more deficiencies in the preparation in Mathematics than in any other subject; in fact, there were more Mathematics deficiencies than in all other subjects combined. The full requirement of three units was met by 219 of the 291 applicants. Seventy-two students were admitted with deficiencies in Mathematics, 21 men and 51 women. Two men and six women were admitted with a condition of a half unit in Advanced Algebra; 14 men and 28 women had conditions of a half unit in Solid

Geometry; 5 men and 17 women entered with a unit of deficiency, consisting of both a half unit of Advanced Algebra and a half unit of Solid Geometry.

To assist students in making up the deficiency in Advanced Algebra, a course in this subject is now offered, taught by a College instructor. Similarly, for students entering with a Solid Geometry condition the College now offers courses in Solid Geometry.

The College never releases students from these entrance requirements in Advanced Algebra and Solid Geometry, although frequent requests are made by students to be allowed to substitute other subjects.

Sciences. The minimum requirement in Sciences is one unit. Six students presented no preparation in Science, and three others presented only a half year of Science preparation. The requirements expect that the applicant shall present at least one Science course which has covered a complete year of high school study with adequate laboratory work, and we require that a laboratory notebook be submitted for inspection of the Science Division. There were three students who presented fractional units of credit sufficient to meet the minimum requirement of one unit of Science preparation, but did not meet our requirement of a year-course; such students are required to elect additional Science work in college to make good this entrance deficiency.

Foreign Languages. The minimum requirement is four units of preparation in foreign languages, of which at least two must be either Latin or Greek. Thirty-nine students failed to meet the minimum requirement of four units, 28 men and eleven women. Five of this number presented less than two units; 13 presented two units; 2 presented between two and three units; 14 presented three units; 5 presented between three and four units.

The preference of the Committee on Admission is that students shall present four units of Latin and two units of a second language.

Miscellaneous Subjects. The general attitude of the Committee on Admission with reference to such subjects as Commercial Geography, Commercial Law, Psychology, History of Education, Pedagogy, Freehand Drawing, Mechanical Drawing, Manual Training, and Shopwork is that some of these subjects do not properly belong in a high school curriculum, while others look

toward the immediate preparation of the students for shopwork employment, and are not likely to prepare well for college enrolment; but since these courses have constituted a part of the students' regular work in the high school, the Committee thinks that it is not unreasonable to make allowances of credit for them.

ADMISSION CREDITS OF CONSERVATORY STUDENTS

In accordance with the vote of the Trustees, the students of the Conservatory are now catalogued under two headings, "Students of College Rank," and "Students of Academy Rank," it being explained in the catalogue that the students of the first classification have met the literary requirements for admission to the College of Arts and Sciences, while the students of the second classification have not met these literary requirements. The general catalogue for 1911-12 contained the names of 367 Conservatory students. Of this number, 362 were of college grade, being 98.6 per cent. During the last eight years the increase in the percentage of students of college rank has been very striking, as will be seen by the following table:

	1904-05	1906-07	1908-09	1909-10	1910-11	1911-12
Of College Grade	97	195	325	363	375	362
Of Academy Grade	452	359	232	116	104	5
	-----	-----	-----	-----	-----	-----
Total	549	554	557	479	479	367
	-----	-----	-----	-----	-----	-----
Per Cent of College						
Grade	17.7	35.2	58.4	75.8	78.3	98.6

The preparatory credits of the 362 students of college grade came to me as Chairman of the Committee on Admission, and were treated in practically the same way as the preparatory credits of students in the College department. The Committee on Admission has passed the following votes with reference to the literary credits of Conservatory Students: (1) that substitutions will be allowed for the half unit of Solid Geometry and the last half unit of Algebra, these substitutions to be made from other subjects regularly approved for entrance credit; (2) that there will be no releases from the minimum requirements of three units in English, one unit in History, and one unit in Sciences: (3) that there will be no releases from the minimum requirement of four units in Languages, with two of these units presented from some one language, but the Committee will not insist that the two units be presented in Latin.

INTERVAL BETWEEN HIGH SCHOOL GRADUATION AND COLLEGE REGISTRATION

The following table gives interesting information concerning the question of the interval between graduation from the high school and registration in the College, with the corresponding figures for the preceding four years added for reference.

Interval between High School Graduation and College Registration.	Number of Students Admitted				
	Sept. 1907	Sept. 1908	Sept. 1909	Sept. 1910	Sept. 1911
No interval	159	190	242	213	185
One-half year	3	3	1	3	6
One year	51	50	50	54	68
One and one-half years	0	1	1	0	0
Two years	19	21	22	10	15
Three years	9	14	12	11	8
Four years	3	1	4	4	3
Five years	4	1	1	0	1
More than five years	3	4	11	2	5
	<hr/> 251	<hr/> 285	<hr/> 344	<hr/> 297	<hr/> 291

Meetings of the Committee on Admission

During the year the committee held seven meetings and gave much time and thought to the question of the improvement of the quality of the students to be admitted. Each student who entered as a Freshman in September, 1911, was required to file not only a detailed record of subjects successfully completed in the high school, but also a separate paper, signed by the principal, recommending the student as "of good moral character and studious habits and able to carry forward college work." In addition to this recommendation the principal was asked to furnish in each case information as to the relative rank of the student in the high school class. The information secured in this way concerning the student's relative standing in the high school, and the record of the student as a member of the Freshman class, has furnished material for an interesting study, the results of which will be reported later. Approximately ten per cent of the high schools do not keep records of relative rank of high school students and cannot furnish this additional item of information. In general our experience entirely confirms the results of similar ex-

perience in a number of other institutions, that the student who graduates in the lowest third of his high school class is fairly sure to be found in the lowest third of his college class.

The Committee on Admission is therefore increasingly reluctant to accept the papers of students whose rank in the high school has been in the lowest third, but up to the present time we have continued to admit these "lowest-third" students, provided the school officers have signed the above mentioned papers recommending the students as able to carry college work successfully.

Many of the good high schools now refuse to recommend for college admission those graduates whose work in the high school has been merely passing; sometimes the mark fixed by the high school for the recommendation certificate is so high that there is danger that some worthy students, ranking in the lowest and middle thirds of their high school classes, will be thus deprived of an opportunity for a college course. The high schools which require for certification to college a higher grade than for high school graduation are certainly not more than one-third or one-half of the total; the other schools recommend for admission to college all students who receive diplomas of graduation. The College is therefore in the peculiar position of admitting as Freshmen some students who would be excluded if it had happened that they had graduated from some other high schools.

In view of this fact, it would seem fair therefore to administer the rule with some flexibility, making special arrangements for special cases. A case of a young woman who had graduated from the high school in an eastern city illustrates the need of this flexible administration of the rule; this young woman had a general average of 83 per cent throughout her high school course, the passing grade being 70 per cent, and the requirement for college certification being 85 per cent. In the judgment of the Chairman of the Committee this student should be given an opportunity to undertake the work of the Freshman year, especially in view of the fact that the high school principal would be glad to have the college extend to the young woman this chance, and that the withholding of the school recommendation meant merely that the high school did not wish to be held responsible in case of failure. The Chairman of the Committee would personally prefer to admit occasionally a student, who by his later work in college proved that he ought to have been excluded, rather than to have the rigid enforcement of a rule, which at best is more or less arbitrary, bar from college enrolment earnest and desirable students of medium ability.

During the summer of 1912 the committee considered the cases of eight graduates of Oberlin Academy whose grades in the Academy did not justify Principal Peck in granting an unqualified recommendation, but who could bring from Principal Peck a recommendation for a trial of one semester with a somewhat lightened schedule of work; the committee voted to allow these students to enroll with a schedule of twelve hours of work instead of fifteen, with a distinct warning from the beginning of their work that all of their courses must be carried with satisfactory grades; of the eight students so recommended by Principal Peck, five have entered the College this fall.

Ten of the students in the lowest third of the graduating class in Oberlin High School were treated in a similar way; of these ten students, one has entered the College Department and two the Conservatory. Two other students who could not present unqualified entrance recommendations were allowed to undertake a trial semester of work with lightened schedule. The performance of these students during the present year will be studied by the Committee in reaching an agreement as to what the future policy in such cases should be.

During the year, the Committee on Admission has been working toward a new method of treatment of students from other colleges who apply for admission with advanced standing. The Committee now asks for the complete record of the student in the college of previous enrolment, including not only the courses successfully completed, but also any failures or conditions; and failures or conditions in college work elsewhere will in general lead us to refuse the admission of the students with advanced standing in Oberlin College. The students who come to Oberlin for advanced standing are usually students of thoroughly good ability; in many cases they are good students in small colleges and desire larger opportunities in the later years of their college course than are furnished in the colleges which they are leaving. It is the judgment of the chairman of the committee that the average scholarship of the students who come with advanced standing is higher than that of the entire body of Oberlin students. The new treatment will each year exclude three or four students from other colleges whose real reason for coming to Oberlin was their failures in these other colleges rather than the larger advantages of Oberlin.

This fall the Committee refused to admit three men and one woman whose previous college records were marred by failures. Early in the summer, when the new policy was not so definitely formulated as later, the Committee admitted one student whose

record showed failures, but deducted one year of college credit, allowing Junior classification instead of Senior.

The obviously poor preparation of applicants for admission and the poor records made by so many Freshmen cause the Committee to consider very frequently the question of whether something can be done to improve the quality of teaching in the high schools. The trouble is not altogether with the students; often the high school teachers are required to conduct classes in subjects which these teachers are not well prepared to teach. Perhaps the school boards are doing the best they can; but the members of our Committee on Admission feel sure that if the boards of education in various cities throughout the country would be slightly more liberal in the amount of money paid to teachers and would be more careful that the teachers were qualified to teach their subjects, a great improvement could be made.

For the last two years the admission officers of Ohio colleges have held conferences concerning the problems connected with their offices. The conference last year was held in Columbus on December 9 and it was my pleasure to represent Oberlin. Hereafter it is planned to hold these conferences during the holiday vacation in connection with the sessions of the Ohio College Association.

Respectfully submitted,

GEORGE M. JONES.

REPORT OF THE SECRETARY OF THE BUREAU OF APPOINTMENTS

To the President:

SIR—The past year has marked a distinct advance in the work of the Bureau of Appointments, and, in general, in the amount of service rendered the graduates of the College. Naturally this increase in the range and amount of service has meant, too, an increased demand on the resources of the office, and especially during the first two months of the summer. It seems especially significant that so large a proportion of those going into teaching should receive their appointments through the Bureau rather than through commercial agencies, and that the college should be able to give effective assistance to those also who seek aid in pursuing graduate study.

As hitherto, the College has had the coöperation of the Y. M. C. A. in caring for local employment problems which would otherwise necessarily be looked after by the College itself. The Y. M. C. A. last year was able to furnish to self-supporting students work to the amount of \$4,470. While the Bureau of Appointments has no official supervision of the Employment Committee of the Y. M. C. A., it may be in place here to record our satisfaction in the way in which this work has usually been done. In view of the increased expense which the care of these interests would involve, it is probably not wise at present to make any change, but eventually a plan should be devised which would make possible the centralizing of all employment matters in the College. And it is possible that arrangements could be made so that with the coöperation of the Bureau of Appointments more effective work could be done in systematizing the plans for the work of the Employment Committee in the late summer, before the Y. M. C. A. offices are open.

An attempt has been made this year to present in connection with the direct and primary work of the Bureau of Appointments, the like service rendered by various members of the Faculty personally, and as heads of departments, including the Conservatory of Music whose graduates are so largely assisted in finding satisfactory positions by Director Morrison and his associates in that department. Altogether 99 persons received appointments through the coöperation of the College, and, with the exception of 13, these were members of this year's graduating classes. The aggregate of salaries received was \$69,910, and the amount of remuneration varied from \$50 (a Woods Hole summer

scholarship) to \$1,500, the maximum salary received by any appointee. The maximum salary received by a member of these graduating classes is \$1,300.

The statistics for the year 1911-12 have been prepared to correspond to similar figures for the previous year. It is interesting to note that of those going into teaching the largest number (25) take up work in Physical Training—in some cases in conjunction with Science teaching, but generally in charge of that department exclusively. There is about an equal demand for teachers of Science and the Languages (ancient and modern). The next department in order of demand is English, followed by Mathematics. The other departments of secondary teaching follow in about equal proportions.

	1910-11	1911-12
Regular teaching	91	80
Physical Training	14	25
Business	6	14
Social Service, or Y. M. C. A., or		
Y. W. C. A.....	8	12
Church work (not including Theological students).....	1	1
Missionary service	4	1
Library work	1	1
Geological Survey	1	0
Music	0	3
Secretarial work	0	1
Indeterminate, or at Home	17	23
	<hr/> 143	<hr/> 161
Students—		
Theological	6	6
Law	3	3
Medicine	3	1
Other Graduate Study	13	16
Domestic Science	0	2
Library Training	1	0
Forestry	0	1
Training for Social Service	2	2
Normal Training	1	0
Kindergarten Training	1	0
Music	1	2
Agriculture	1	0
Business	0	2
	<hr/> 32	<hr/> 35

	Per cent 1910-11	Per Cent 1911-12
Teaching, including Physical Training.....	60.00	54.00
Business	3.43	6.51
Social Service, or Y. M. C. A., or Y. W. C. A.	4.57	6.13
Church work (not including Theological students) . . . . .	.57	.53
Missionary Service	2.28	.53
Students	18.28	18.06
Library Work . . . . .	.57	.53
Geological Survey . . . . .	.57	
Music		1.60
Secretarial . . . . .		.53
Indeterminate	9.73	11.94
	<hr/> 100.00	<hr/> 100.00
(Social or Christian work, including Theo- logical and Y. M. C. A. and Y. W. C. A.)	10.85	11.22

From this table it will be noted how large a proportion go into teaching; a percentage which would be still more noteworthy if the graduates of the Conservatory of Music were included in the table. (Fourteen graduates entered upon the teaching of Music.)

The Secretary would like to emphasize again the fact that Oberlin College seems to be preparing a large number of its graduates for the teaching profession, and even though a considerable number of those who teach immediately upon graduation enter the professions or other pursuits after a term of years, it is still very important that all necessary emphasis should be laid upon our Department of Education. It would seem reasonable, surely, that Oberlin College should make it possible for its graduates to meet the requirements for certification in the State of Ohio, and, for that matter, in the majority of our States, when over half of its alumni enter teaching. This cannot be fully done until some arrangement is made for practice teaching. In the meantime, however, the Bureau of Appointments would like to emphasize the recommendation of the Department of Education that consideration should be given to the wisdom of requiring that all students who expect to teach should elect the minimum number of courses in Education required for certification in this State.

Attention should be called also to the fact that 24 students received, through the recommendation of the College, graduate scholarships and fellowships, ranging in value from \$50 (summer scholarship at Woods Hole) to \$500. This together with the fact that 35 students altogether pursued some kind of study after the college course, is noteworthy.

A plan is under consideration, which will later be presented to the Faculty, by which it is hoped that teachers may be further relieved in the matter of correspondence relative to graduates who are seeking positions, by making it possible for the various departments to put on record early in the year statements concerning students worthy of recommendation, with the expectation that the great majority of the requests for information will thereafter be answered from the office of the Bureau of Appointments.

In response to a request made last year, an increased allowance was granted the Bureau of Appointments for current expenses for the year 1912-13. This will make possible a slight expansion of the service of the Bureau, and it is hoped that it may be possible to send out a limited number of inquiries which will result in further effectiveness in the kind of service the Bureau undertakes to perform.

Respectfully submitted,
W. F. BOHN.

REPORT OF THE CHAIRMAN OF THE SUMMER SESSION

To the President:

SIR—The distinctive features of the Summer Session of 1912 may fairly be said to have been five in number: the wider range of electives, the larger number of instructors, the increased salaries of teachers, the higher term bill, and the change in method of registration. All marked real advances on the corresponding elements of earlier sessions.

The widening of the range of electives open to students in the Summer Session is an effort to carry out more completely in practice the theory that the school is an integral part of the College of Arts and Sciences, and as such is bound to provide, as fast as it proves practicable to do so, a range of studies approximating that of a semester of the regular year. The advance made this year was from thirty-two courses, aggregating 148 hours, in the session of 1911, to forty-eight courses, making a total of 210 hours, in 1912. The largest increase was in the departments of English, History, and Philosophy and Psychology, in which twenty-five, twenty-eight, and twenty hours, respectively, exclusive of provision for seminar work, were offered. Smaller increases were made in the departments of French and Political Science. An entirely new departure was made in establishing a department of Music, in which ten hours were offered.

The instructors numbered nineteen—three more than the year before. Seven teachers were professors, seven associate professors, three instructors, two assistants. Three were from other schools. Professor H. C. Henderson of the Milwaukee State Normal School, for the third time conducted most effectively the work of the department of education; Professor C. R. Atkinson of Ursinus College (Pennsylvania) repeated in the Summer Session the success he had before attained as an emergency teacher in the regular year; and Mr. Harold L. King of Colorado College filled most acceptably the unfortunate gap made by the serious illness of Professor Hall.

The increase in salaries of teachers was another attempt to put work in the Summer Session on the same plane as that of the college year. On the new scale instructors receive slightly less than the minimum amount paid to that rank for the same amount

of teaching in the regular year; associate professors receive about three-fifths, full professors a little less than one-half, the usual pay for equivalent service in the college year. It is plain that further advance is needed as soon as it can be made, especially for the higher ranks.

The advance in the charge for tuition, from \$18.75 to \$25.00, simply kept pace with the recent similar action in the case of the college year. It seems only fair and reasonable, in a school made up principally of our own students, to charge the same rate as is required for the same instruction in the rest of the year. An unfortunate result of doing so, however, is that our term bill is now higher than that of any other summer school in the state, and is one of the highest in the country. That fact is a heavy handicap in the effort to bring in students from the outside, and accounts, at least in part, for the small proportion of actual students coming from the unusually large number who wrote for information about the school.

Registration of students already on the ground was asked for in May, at the time of registration for the next year of college work. Eighty-one students registered at that time. Subsequent registration brought the number up to 144, of whom 66 were men, 78 women. Nine students were of academy grade, the rest of college or graduate rank. The enrolment shows a decrease from the year before, when the highest number recorded, 161, was reached. The details of the courses offered are as follows:

<i>College Courses—</i>	<i>Teacher</i>	<i>Men</i>	<i>Wo-</i> <i>men</i>	<i>To-</i> <i>tal</i>
Art I	Professor Martin	4	8	12
Art II	Professor Martin	7	13	20
Chemistry	Mr. L. T. Anderegg	4	2	6
Economics I	Associate Professor Lutz	5	7	12
Economics II	Associate Professor Lutz	4	0	4
Education I	Professor Henderson	6	2	8
Education II	Professor Henderson	6	7	13
Education III	Professor Henderson	4	7	11
Education IV	Professor Henderson	2	3	5
English Composition	Associate Professor Sherman.	10	3	13
English Literature I	Associate Professor Sherman.	9	4	13
English Literature II	Associate Professor Sherman.	4	4	8
English Literature III	Associate Professor Jelliffe.	8	9	17
English Literature IV	Associate Professor Jelliffe.	8	7	15
English Literature V	Associate Professor Jelliffe.	2	4	6
French I	Associate Professor Cowdery.. . . .	2	5	7
French II	Associate Professor Cowdery.. . . .	0	3	3
Geology	Professor Hubbard	9	2	11
German I	Miss Doerschuk	5	6	11
German II	Miss Doerschuk	1	3	4

College Courses Cont'd—

	Teacher	Men	Wo- men	To tal
Greek Literature	Professor Martin	0	5	5
History I	Professor Martin	2	2	4
History III	Mr. H. L. King.....	1	1	2
History IV	Mr. H. L. King.....	4	3	7
History V	Professor Lybyer	5	2	7
History VI	Professor Lybyer	6	4	10
History, Graduate Work..	Professor Lybyer	3	1	4
Latin	Professor Cole	1	1	2
Mathematics I	Associate Professor Cairns...	6	6	12
Mathematics II	Associate Professor Cairns...	2	2	4
Music I	Mr. Gehrrens	0	8	8
Music II	Mr. Gehrrens	0	5	5
Music III	Mr. Gehrrens	0	4	4
Music IV	Mr. Gehrrens	6	2	8
Philosophy I	Mr. Nicol	8	10	18
Philosophy II	Professor MacLennan	7	9	16
Political Science I	Professor Atkinson	5	6	11
Political Science II	Professor Atkinson	8	0	8
Psychology I	Mr. Nicol	11	7	18
Psychology II	Professor MacLennan	3	2	5
Sociology	Associate Professor Lutz.....	2	2	4
Zoölogy, Ecology	Associate Professor Jones....	2	0	2

Academy Courses—

Mathematics I	Mr. Carr	1	10	11
Mathematics II	Mr. Carr	1	4	5

The finances of the Session may be reported as follows:

Receipts from term bills.....	\$3,078.25
Expenditure for all purposes.....	3,365.00
Deficit from Session of 1912.....	286.75
Balance from previous years.....	\$ 401.58
Balance at the end of fiscal year.....	\$ 114.83
Deferred tuition paid in since.....	50.00
Total present balance.....	\$ 164.83

This report shows that the expansion undertaken for this session was a little greater than the reduced attendance for the year warranted. It is still true, however, that the school's best chance for growth is through increase in the range and attractiveness of its offerings of courses. It is the firm belief of the Chairman of the Session of 1912 that the broader policy now inaugurated should be continued, probably with some slight modification in detail, and

that the financial as well as the scholastic results will justify it. Ultimately, however, when circumstances permit, the College should regularly contribute to the cost of the Session, instead of requiring the Session to live within the income received from student's fees, just as in the regular year the income from endowment is used in addition to the sum realized from term bills.

The lectures given in the Session by President King, Miss Monroe, and Professors Sherman, Lybyer, and Menzies were of unusual interest and value. The Conservatory of Music again contributed a delightful concert. These entertainments, together with generally comfortable weather, helped greatly in making the Session the success that it was.

Respectfully submitted,

C. N. COLE.

THE THEOLOGICAL SEMINARY

REPORT OF THE JUNIOR DEAN

To the President:

SIR—The Seminary year 1911-12 passed rather quietly. With the Senior Dean and the Principal of the Slavic Department both absent on leave, there was an inevitable shrinkage in attendance, as anticipated in my last report. The absence of one-fourth of any teaching force for an entire year would be more or less serious. I wish to acknowledge very gratefully the fine coöperation of every member of the faculty, as each one endeavored to do his part to fill the gaps in the line.

The Reverend E. J. Kallina served as Acting Principal of the Slavic Department with tactfulness and efficiency, winning the high appreciation of his students as well as the respect of the faculty. Aside from the courses on The Doctrine and Interpretation of Scripture, and The Sermon on the Mount, carried so satisfactorily by Professor Fullerton, the work of the New Testament department was omitted during Dean Bosworth's absence. The former of these courses proved so valuable, I should advise that it be continued as a permanent elective in alternate years. The new plan of extending the Systematic Theology work through middle and senior years, instead of crowding it into senior year, will prove a distinct gain in thoroughness and opportunity for assimilation, and enriches the middle year with a most valuable course.

The Inter-Seminary Conference held with us last November by the student department of the International Committee of Young Men's Christian Associations, Mr. John R. Mott, chairman, brought us a distinguished company of guests from twenty-eight seminaries in the middle-west, and gave our students an unusual privilege which was thoroughly enjoyed.

The Haskell lecture series by Professor Friedrich A. Loofs, Ph.D., Th.D., of the University of Halle, proved to be one of the most valuable and constructive ever given on the Haskell Foundation. His manuscript is now in the hands of publishers and is likely to be the first book published in this notable series. It is to be regretted that the four previous lecturers have not yet fulfilled our expectations to have their Oberlin work in permanent form.

My last two annual reports emphasized the need of endowment for the Student Employment Fund and for new professorships. It is a great satisfaction to report to the Trustees, through you, that to meet these most pressing needs a friend of the Seminary, who wishes for the present to remain anonymous, has given us \$100,000 for Seminary endowment; \$50,000 to establish a new chair of Christian Apologetics, and \$50,000 for scholarship funds on the student employment basis. This generous gift not only relieves our most pressing anxiety, in connection with the self-support of students, but also makes possible at once the calling of a new professor and the extension of our curriculum on the theological side. Further development is hoped for very soon, in the addition of the "Bosworth Chair of Biblical Theology," to be occupied by our Senior Dean.

These substantial gains will bring to realization part of our "Extension Plans for Oberlin Theological Seminary" which were carefully prepared last winter and adopted as our constructive policy for the future. With renewed faith we look forward to a continuous development in the next few years; believing that our field as the only non-sectarian seminary in the entire middle-west, our unique heritage and remarkably broad constituency, will bring increasing prosperity and enlarging usefulness.

As mentioned in previous reports, we seriously need two graduate fellowships, a general lectureship fund, a ministers' library fund for graduates, and incidental funds such as for pastoral clinics in city and country; but the need of modern seminary buildings is (after the completion of the fund for the Biblical Theology chair) our most serious material need; and we have come to face this fact as something which will before long have to be reckoned with. Meanwhile we earnestly hope that nothing will stand in the way of the speedy completion of the Bosworth Foundation, so that definite plans may be made accordingly.

Our new year has opened very auspiciously. The entire teaching force is present and we have made a large gain in students, receiving about as many new students as our total enrolment of last year. We have probably the largest junior class in our history, a strong and representative body of men; and good additions have been made to all classes; while we dismissed only two to other seminaries. We have every reason to expect a great year's work.

Respectfully submitted,

G. WALTER FISKE.

THE CONSERVATORY OF MUSIC

REPORT OF THE DIRECTOR

To the President:

SIR:—The enrolment of students in the Conservatory for the year 1911-12 and the work of teaching in detail are submitted in the following table of statistics.

Total Enrolment

	Men	Women	Total
Fall, 1911	83	479	562
Winter, 1912	91	455	546
Spring, 1912	88	415	503

Classed in the Conservatory

Fall, 1911	39	351	390
Winter, 1912	37	319	356
Spring, 1912	38	294	332

Subjects Taught and Students Enrolled

	Fall 1911	Winter 1912	Spring 1912
Pianoforte	447	400	374
Singing	261	254	209
Organ	92	93	87
String Instruments	53	59	41
Wind Instruments	5	5	5
Harmony	219	156	131
Counterpoint, Composition, Form, and Instrumentation	52	82	87
Ear Training		85	84
History of Music	103	95	83
Advanced History of Music	17	13	12
Public School Music	17	34	20
Normal Course in Pianoforte Teaching	16	36	36
Sight Singing	43	35	0
Kindergarten Class	24	24	24

For the first time in many years this report shows a loss in numbers from the report of the previous year. This is due partly

to the rigid standard of College entrance requirements for all students giving their whole time to Music, and partly to that ebb and flow of attendance vaguely accounted for by various political and financial waves of influence.

The tide seems to have turned in our favor again, judging from the enrolment of the present fall term, which shows a decided gain over that of last year.

That we have never had such an able body of Music students is the testimony of all our faculty and the Director, and we are firm in the conviction that our raised standard of admission has saved the Conservatory from being overcrowded with students of low aims and trivial attainments.

Graduating Class

Our graduating class numbered fourteen, the second largest ever sent out. Of these two had A. B. degrees, eight are filling important positions in Colleges and Schools, one is studying in New York, and the others are doing private teaching.

The Faculty

The personnel of this Faculty remains more nearly stationary than any other department of the College, except perhaps the Seminary. Conditions of life and work here seem ideal enough to hold our best men from accepting positions where more money might be earned. Professor J. F. Lehmann is enjoying a year of vacation and study, which will be spent largely in Berlin. Mr. George S. Dickinson who graduated from the College in 1909 and from the Conservatory in 1910, and who has spent the past year in post-graduate work at Harvard, takes Professor Lehmann's classes in Theory. Associate Professor W. P. Stanley resigned his position at the end of the year. He is teaching in Shorter College, Rome, Ga. At the June meeting of the Trustees, the title of Professor of Pianoforte was conferred on Mr. O. A. Lindquist, and of Associate Professor in Normal Course of Public School Music on Mr. K. W. Gehrkins. Mr. John Doane Jr. finished the two years' term of service for which he was appointed after graduating, to continue his study of Organ with Lemare in England. He is fitting himself for a Cathedral Organist.

Professor Charles H. Adams had charge of the Music at the Bay View Summer University. Associated with him were Professor Breckenridge, Piano, Mrs. Adams, Vocal, Professor Heacox, Theory, and Mrs. Miller in Normal courses for children. Professor Adams is to be the Director of the Musical Art Society of Elyria for the coming year. Associate Professor Stiven has been

elected Associate in the American Guild of Organists, and is to play the organ for the coming year in the Euclid Avenue Christian Church. Professor Upton is Sub-Dean of the American Guild of Organists and is rejoicing in a large new four Manual Austin Organ, recently placed in Calvary Church, Cleveland, where he has been for many years Organist and Choir Master. Dr. Andrews has made his usual successful tours, giving organ recitals in a wide range of cities and towns in the North and West. Associate Professor Alderfer conducts the Music and plays the Organ in the Christian Church of Elyria.

Professors Heacox and Lehmann have published a "Guide to the Lessons in Harmony" which is used in our classes, and is being introduced in other schools where their pupils are teaching this subject. The men who so ably conduct the musical services in the Oberlin churches rarely get any mention in these reports, since their work goes on in quarter century periods without change. There is no group of men in the entire College whose work will be so difficult to replace, when in the future changes become inevitable. Mrs. Florence Jenney Clancy is prevented from continuing her work this fall by severe illness. She remains in Texas where she went for the summer.

Appreciation of Music Courses

Professor Dickinson's course in Appreciation has been made an elective available only to college students. The room in the Conservatory where this course is given proves too small for the number wishing to elect it, but the class is probably as large as can be comfortably conducted.

Public School Music

The work in the classes for Public School Music Supervisors has grown greatly. Professor Gehrkins feels that it would be of great advantage to establish a course for teachers, combining Public School Music and art work to be completed in two years, to meet the need of small cities and towns where it is necessary to unite these subjects. At present three years are required to secure a certificate in these two subjects. It is understood that this question will be given consideration by the college this year.

Finances

The Treasurer's report will show a slight deficit in the Conservatory accounts for this year.

It is a new note for the Conservatory to strike and will no doubt bring us the sympathy so long enjoyed by some other de-

partments. Its causes are not difficult to find. Our salaries were raised in the aggregate \$4700 and the income from term bills decreased more than \$3000. The drop in the number of pupils was unexpected and we had to carry a superfluous teaching force engaged and retained from the previous year's schedule. The Artist Recitals also failed to yield the income of previous years. Both these points will be guarded in this year's expenses and it is hoped the deficit will vanish not to reappear.

The Conservatory Loan Fund

It may not be generally known that we have a Loan Fund for the use of Seniors in payment of their tuition. They promise to repay the principal without interest, when their earnings make it possible to do so. For many years this loan has accommodated some members of our graduating classes and the loan has been in most cases promptly returned. We could use a much larger sum than is now available, and some scholarships are constantly being asked for by talented pupils, who need aid earlier in their course.

The fund was given by Dr. and Mrs. Warner and has been added to each year by the paid admissions to our Senior Recitals and our graduating exercises. It amounts to \$2776.62, and double the present sum could be profitably used.

Our Concerts

It has been aptly said that a musician is the product of a musical environment. In addition to class-room work, the life in a great school of music gives in the best form, this atmosphere for enthusiasm and culture.

We not only provide the course of Artist Recitals which all students are required to hear, but there were last year, eight Faculty Concerts, twenty-three Senior Recitals, a large number of Class Recitals of a semi-public nature, and the regular Students' Recitals on Wednesday evening. An examination of our Musical Year Book, appended to the Conservatory Catalogue, will show the immense variety and high grade of music heard in these various concerts.

Our direct connection with Cleveland by the electric line enables us to offer our students the best in Opera and Concert to be heard in that city. More than seven hundred attended the season of Grand Opera given there last spring, and more than twenty-five season tickets for the ten Symphony Concerts have been subscribed for by our Faculty and students for this winter.

The following list of Musicians and Musical Organizations have appeared here in concert this year:

Mr. Harold Bauer, Piano Recital.

Miss Kathleen Parlow, Violin Recital.

Imperial Russian Court Balalaika Orchestra, Mr. M. W. W. Andreeff, Conductor.

Oberlin Musical Union, Augusta Cottlow, Pianist, Dr. George W. Andrews, Conductor.

Mr. Josef Lhevinne, Piano Recital.

New York Symphony Orchestra, Mr. Walter Damrosch, Conductor.

Zoellner String Quartet.

New York Symphony Orchestra, Mr. Walter Damrosch, Conductor, Mr. Arthur Shattuck, Pianist.

Miss Elena Gerhardt, Song Recital.

Oberlin Musical Union, New York Symphony Orchestra, Soloists, Gertrude Rennyson, Margaret Jones Adams, Corinne Welsh. Paul Althouse, Herbert Harroun, Reinhold Werrenrath, Arthur Middleton, Charles H. Adams, W. T. Upton, Organist, Dr. G. W. Andrews, Conductor.

Respectfully submitted,

CHARLES W. MORRISON.

REPORT OF THE DEAN OF CONSERVATORY
WOMEN

To the President:

SIR—The enrolment of women in the Conservatory for the year 1911-12 was as follows:

Seniors	11
Juniors	9
Third and fourth years.....	57
Second year	75
First year	186
	<hr/>
	338

The average attendance was 321.

This does not include the 46 children whose homes are here.

No serious cases of discipline came up, but more than half of the girls each year are new, so the question of how to help the “first year” girls to learn to hold themselves steadily to their work, is still a serious one.

Two girls were brought from a Harmony class to the Honor Court, but after spending nearly a day in going over the matter, the Court and teacher agreed that there had been carelessness, but probably not real dishonesty, and the matter was dropped.

The Rest Room in Rice Hall proves to be a much appreciated, much used place. The Secretary of the Young Women’s Christian Association spends a little time there each day, and the girls find this place a “Rest Room” indeed, while the Dean uses it frequently for Committee meetings, little socials for the girls, etc.

Three young women, who had been members of the Conservatory at some time during the year, died: Miss Bernice Lightner, Miss Mabel E. Williams, and Miss Sada L. Lloyd. All were most faithful, earnest girls in their work, and their association with those about them.

With 182 new girls, and only 162 who had previously been here, the boarding house problem is a very serious one, especially since so much responsibility is being placed in the hands of the girls.

Twenty-nine Conservatory girls, altogether, are given places in the various College Dormitories, and of course, the older ones are entitled to these places, so the new girls are all scattered

wherever they can find room, and I feel confident that some who could have made excellent students, fail because of this situation.

The older girls are taking up the plan suggested to the College women by Dr. Fitch, of selecting advisers for the new girls, and all feel that this can be made to help quite materially in leading them to higher ideals, but I am convinced that a large dormitory for the Conservatory women could be made a most helpful and unifying center, and hope the time may not be distant when this can be proved.

Respectfully submitted,

HARMONIA W. WOODFORD.

THE ACADEMY

REPORT OF THE PRINCIPAL

To the President:

SIR--As one thinks of the Academy at the opening of the present year, his mind naturally turns not to the past, but to the future. Nothing of unusual interest marked the passing of the year just closed. First of all then, for himself, as well as for all of the teachers of the Academy, the Principal desires to express to the trustees, and particularly to Mr. Hall, appreciation for the generous gifts which have made possible the change from the old buildings on the campus, to the new buildings on the Johnson property. The Principal gave the entire summer to the work involved in refitting these buildings and preparing them for use for the coming year. The smaller committee, appointed by the Prudential Committee, have given very generously of their time and thought. The Contractor has shown a personal interest in assisting to work out the plans that have been made, an interest that has seemed quite unusual. The result of all these efforts is highly satisfactory.

The main house provides thirteen recitation rooms, two offices, one for the Principal and the other for the Dean, two waiting-rooms for these offices, a private room for the girls, and also a private room for the women teachers. Ample toilet facilities for both boys and girls are found in the basement. The house is heated with steam from the Central Heating Plant, and lighted by electricity.

In addition to the large main house, there are two smaller dwelling houses, one of which furnishes a recitation room and laboratory for the department of Physics, and rooms for the use of the Secretary of the Academy. The other house provides a laboratory for Botany and Zoölogy, and rooms for the janitors who have charge of the entire plant.

In addition to these buildings, there is a small one story building near the main building which provides a large recitation room.

No plan has yet been adopted for building over the barn. The architect and the builder whom we consulted advised us to make no effort to rebuild it. The structure is unusually substantial, however, and the idea of making it over into an assembly room has

not yet been abandoned. Another contractor is giving his attention to the matter, and it is hoped that he may be able to recommend to us some satisfactory plan.

The grounds around the buildings are exceedingly beautiful, and are ample for the construction of such further buildings as may be needed from time to time.

It is very desirable as soon as possible to establish a department of Chemistry in the Academy. The students who study Chemistry, now take that subject in the College classes. The long distance between the two buildings and the increasing effort to separate entirely the Academy from the College make it seem very unwise to continue this plan much longer. An increasing number of Academy students desire to use Chemistry as their Science for entrance to college, and many of the Scientific schools require their students to present Chemistry for entrance. The expense of Laboratory equipment is the one thing that stands in the way of making this arrangement without any delay.

For a time the Academy students can continue to use the gymnasiums and the athletic fields of the College. As soon as possible, however, provision should be made for an athletic field and gymnasiums upon the Academy grounds.

It is some twelve years since the Trustees urged the Principal and faculty of the Academy to lay plans for a broader development, for an increase in the courses that are given by the best of the secondary schools, and for the development of a school spirit which should give a definite individuality to the Academy as a separate department. In following out this direction of the Trustees, new courses in Science, History, and English were established, additional courses in Mathematics were arranged, plans were made for separate athletic teams for the Academy, for a glee club among the boys, and for other minor changes which would develop the Academy in the desired direction. All these changes, however, called for the expenditure of money, while no money was provided to meet the expenses. Partially as a result of these changes, and partially as a result of the increased tuition, a deficit in the Academy has developed from year to year. If the Academy students were all able to pay the full amount of the present tuition, this deficit would largely, if not entirely, disappear. Just as much as at any time in the past, however, the students of the Academy are self-supporting and need help in the payment of their tuition.

In view of this situation, two needs of the Academy seem very definite and pressing: the first is the need of beneficiary funds, the income from which can be used to help students who

are really unable to pay the full amount of the tuition. Many of these students are working for their room and board, and are unable to earn much more while they are in school. The income of sixty thousand dollars is necessary to meet the reductions which are now being given to Academy students. At present, by a plan approved by the trustees, this amount is deducted from their bills, without any corresponding income from other sources to meet the payments. The second great pressing need of the Academy is for an endowment of its own, that reasonable salaries may be paid to its teachers. Some considerable increase in salaries must be made at once if the Academy is to be able to retain in any degree strong men on its teaching force. Until recently, it has been possible to select the best men from the graduating classes of Oberlin College to fill the teachers positions that we had to offer. These teachers have been paid six hundred dollars the first year, and six hundred fifty dollars the second year. It is very difficult at present to secure any of the best of the College graduates on such terms, and it will very soon become absolutely impossible. We must therefore give up the plan of employing men as teachers, take second or third-rate men, or pay more money to men for their first year of teaching. The average man just out of college without experience can now secure from eight hundred to one thousand dollars. The Principal feels certain that neither the Trustees nor the general faculty will be willing to abandon the employment of men as teachers, or to expect to employ any but the very best of the College graduates. Under these circumstances, there is pressing need of an endowment of at least one hundred thousand dollars to maintain the present standard of scholarship and of teaching.

As a result of the broader and stronger work that the Academy has aimed to do, it has been possible to secure at all colleges that receive students by certificate, the privilege of entering its graduates on certificate, and it has always proved entirely possible to fit students for examination in the colleges that do not receive their students upon certificate. It is the very earnest desire of the Principal and of all the teachers of the Academy to maintain such a standard, and to do their work so thoroughly that Oberlin Academy may be recognized as a school which always sends students whom it recommends to college, thoroughly well equipped. The Principal, therefore, urges the immediate need of such endowment as will make it possible to secure first class teachers to assist in this work.

Respectfully submitted,

JOHN FISHER PECK.

REPORT OF THE ASSOCIATE PRINCIPAL

To the President:

SIR—The work of the Associate Principal for the year 1911-12 consisted partly of teaching and partly of secretarial and publicity work for the department. There was added also the management of the Academy glee club and the graduate treasurership of the Athletic Association, together with the direction of efforts toward building up a living endowment organization among Academy graduates and former students. In connection with this latter movement annual pledges amounting approximately to two hundred twenty five dollars have been received and filed with the Assistant Secretary of the College association.

This combination schedule gave about one third of the time for office work and the visiting of schools and individual prospective students. During the winter and spring months twenty-five second and third grade high schools were visited, and in the majority of cases short talks were given and conferences arranged with certain ones of the pupils concerning plans for the continuation of their education. The experience of the Associate Principal along this line leads him to think that this personal work outside of Oberlin is of value to the institution as a whole, quite as much as to the Academy alone. It helps to maintain in the minds of public school superintendents and teachers a cordial feeling toward Oberlin.

The usual follow-up methods have been employed at the office, and with increasing vigor during the summer months; in fact the number of letters, circulars, and bulletins sent out was distinctly greater than for the corresponding months of recent years.

Naturally much thought and time have been given to assisting in the study and execution of the plans for remodeling the new property for the uses of the Academy. It is a pleasure to report the completion of the work to such a degree that the first classes of the new year were opened in the new location with the new equipment.

It is a source of regret that the enrolment decreased somewhat during the past year, but the rise in tuition is probably sufficient cause to account for it. To the class of self-supporting students whom the Academy desires particularly to bring to Oberlin a tuition fee of seventy five dollars seems large.

On the other hand, the added interest and enthusiasm centering around the new equipment, together with the creation of the office of Secretary, ought to make good this decline. In this connection, it might be said that probably the greatest need that the Academy now faces, next to that of an endowment, is dormitory facilities for boys, and especially for the younger ones. A plan could be inaugurated without great outlay, by beginning with masters' houses, as they are called in some schools. This arrangement would give a closer touch between instructors and students, and enable the Academy to maintain better supervision of its students. Each year quite a number of these younger boys and girls are not encouraged to come to Oberlin because of the lack of proper facilities for oversight.

The Academy teachers feel a keen appreciation of these fine buildings and grounds so generously given by an anonymous donor, and of the twenty five thousand dollars given by Mr. Charles M. Hall, to make possible the use of this property by the Academy. Much credit is also due to Mr. Doolittle, Mr. Severance, and Mr. Metcalf, the committee with whom the officers of the Academy have coöperated in getting the buildings ready for occupation at the beginning of the year.

The Academy faces the future with a new enthusiasm.

Respectfully submitted,

E. F. ADAMS.

REPORT OF THE DEAN OF ACADEMY WOMEN

To the President:

SIR—One year ago, I assumed, for the time being, charge of the Academy girls. The circumstances occasioned, of course, some misgivings on my part, but I have found the work more enjoyable than I dared to hope. I am most grateful for the cordial assistance of the faculty, and the loyal support of the students. I am deeply conscious of the privilege of meeting and trying to direct these girls, at this important and interesting period of their development.

The opening school year is full of interest and hope, in the possession of our new equipment. In this we may reckon, not only the school buildings, with their fine grounds, but Shurtleff Cottage as well. This beautiful property was purchased by the College for a dormitory, with the preference given to Academy girls. At present, about half of the places are filled by college Freshmen. The house will, in time, be used by the Academy alone. We are most fortunate in our new matron, Mrs. Hitchcock, and in the character and spirit of the girls who make up the charter membership. Another happy circumstance is the residence of Mrs. Harper, the newly installed Academy stenographer. She and her daughter have a room in the annex to the main house; her personality is an asset which we are glad to utilize to the utmost.

I am sorry to report some falling off in the number of girls. A significant circumstance is the large number of girls who are taking one or two courses in the Conservatory. We are glad to have these students; we find the majority of them earnest and competent. But we need more girls who are definitely fitting for college. We hope that we are finding ways to come into touch with them, and we feel sure that we can now offer them exceptional advantages, both of instruction and of environment.

Respectfully submitted,

FRANCES J. HOSFORD.

REPORT OF THE LIBRARIAN

To the President:

SIR—I submit herewith the annual report of the Librarian for the year 1911-12.

Growth of the Library

Of the total number of pieces received during the year by purchase, gift, or exchange, the following proved to be additions: 6,099 bound books; 5,327 pamphlets and unbound books; 8,392 numbers of magazines, and 14,613 numbers of newspapers, a total of 34,431 pieces. In addition to these, a few manuscripts, two or three hundred maps, many prints and photographs, and a few coins, were added to our considerable collection of these articles without being counted, as these collections have never been arranged or in any way brought into working condition.

The additions for the year, in bound volumes, are the smallest in number since 1906-07. The following table shows the net additions by college years since 1907-08:

	Bound	Unbound	Total
1907-08	19,039	5,686	24,725
1908-09	7,175	10,492	17,667
1909-10	7,290	7,281	14,571
1910-11	7,271	6,979	14,250
1911-12	6,099	5,327	11,426

The library on September 1st, 1912, contained the following:

Bound volumes	125,691
Unbound volumes and pamphlets	118,138
Newspapers, manilla paper binding, volumes	4,400
Maps and charts (estimated)	3,500
Manuscripts (in file cases)	64
Coins, prints, photographs, etc. (estimated)	1,400
	<hr/>
	253,193

This enumeration of possessions does not include the following:

Magazines (numbers of incomplete or unbound volumes)	25,000
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In addition the library possesses about 80,000 duplicates, making the total number of pieces now under the charge of the librarian, 358,193.

Additions of the Year

The 6,099 bound volumes added during the year were received from the following sources: through purchase, 2,588; through gift, 3,380; through exchange, 131.

Purchases

The purchases of the year have been of an unusually wide range of interest. It is impossible to give the complete list of the nearly three thousand books which have been purchased, but as an indication of the way in which the resources of the library are being continually built up through purchase I give the following list, confining myself entirely to books whose cost is five dollars or more, and by no means including all of these; a representative list taken from the accession book without any attempt at arrangement:

- Wagner, R., *My life*, 2 volumes;
- Schlesinger, K., *Instruments of modern orchestra*, 2 volumes;
- Dillmann, A., *Genesis*, 2 volumes;
- Chwolson, O., *Traité de physique*, 4 volumes in 5;
- Peter, H., ed., *Historicorum romanorum reliquiae*, 2 volumes;
- Murdock, T., *History of Japan*, Volume 1;
- Justinus, *Opera*, 3 volumes in 2;
- Saccardo, P. A., *Sylloge fungorum*, Volume 20;
- Delafield & Prudden, *Text-book of pathology*;
- Chase, S. P., ed., *Statutes of Ohio*, 3 volumes;
- Knolles & Lycant, *Turkish history*, 3 volumes;
- Howell, T., *Flora of Northwest America*, Volume 1;
- Haskier, H. C., ed., *Golden Latin gospels*;
- Euler, L., *Opera Omnia*, Volumes 1-4;
- Goethe, J. W., *Gespräche*, 5 volumes;
- Blair, T. S., *Public Hygiene*, 2 volumes;
- Sachau, E., *Aramäische Papyrus u. Ostraka*, 2 volumes;
- Chadwick, F. E., *Relations of United States and Spain*, 2 vol.;
- American Journal of Mathematics*, Volumes 1-29;
- Faraday, M., *Experimental researches in electricity*, 3 volumes;
- Mascart & Joubert, *Electricity and magnetism*, 2 volumes;
- Jeremias, Alfred, *Old Testament in light of Ancient Egypt*, 2 volumes;
- Konody, P. G., *National Gallery*, 2 volumes;
- Gairdner, Jas., *Lollardy and the Reformation in England*, 3 volumes.
- Wedmore, F., *Etchings*;
- Moorhead, W. K., *Stone Age in America*, 2 volumes;
- Cook, E. T., *Life of John Ruskin*, 2 volumes;

English Catalogue, 1906-1910;
Firth, C. H., *Memoirs of Edmund Ludlow*, 2 volumes;
National Civic Federation, *Municipal and private operation of public utilities*;
Joule, J. P., *Scientific Papers*, 2 volumes;
Schanz, M., *Geschichte der römischen literatur*, 3 volumes;
Mead, G. R. S., *Thrice-greatest Hermes*, 3 volumes;
Blücher, H., *Modern industrial chemistry*;
Orban, O., *Droit constitutional de la Belgique*, 3 volumes;
May, T. E., *Constitutional History of England*, 3 volumes;
West, *British Desmidiaceae*, 4 volumes;
Harshberger, J. W., *Phytogeographic survey of North America*;
Greg, W. W., ed., *Henslowe's diary*, 2 volumes;
Bose, P. N., *Hindu civilization during British rule*, 3 volumes;
Mitteis & Wilcken, *Papyruskunde*, 4 volumes;
Jousset, P., *La France*, 2 volumes;
Darboux, G., *Lecons sur theorie des surfaces*, 4 volumes;
Benn, A. A., *History of English Rationalism in the 19th Century*, 2 volumes;
Lightfoot, J. B., *St. Clement of Rome*, 2 volumes;
Wells, Gideon, *Diary*, 3 volumes.
Crowe & Cavalcaselle, *New history painting in Italy*, 3 volumes;
Atlas of Lorain County;
Bigelow, J., *Retrospections of an active life*, 3 volumes.
Purcell, *Life of Cardinal Manning*, 2 volumes;
Curle, J., *Roman frontier post and its people*;
Polk, J. K., *Diary*, 4 volumes;
Burrage, *Early English Dissenters*, 2 volumes.

Gifts

The gifts of the year have been somewhat less in number, and perhaps of lesser importance than in previous years, but nevertheless a very large amount of extremely desirable material has been added to the library this year from this source.

One of the most valuable gifts received came from Mr. William K. Bixby, of St. Louis, Missouri,—a collection of privately printed books from manuscripts in Mr. Bixby's possession. Among these were the following:

Note books of Percy Bysshe Shelley, 3 volumes;
Private journal of Aaron Burr, 2 volumes;
Letters of George Washington to Tobias Lear;
Poems and Letters in the handwriting of Robert Burns;
"My Book," by Eugene Field;

- Itinerarium of Dr. Alexander Hamilton;
- Private correspondence of Charles Dickens and Maria Beadnell;
- Letters of Zachary Taylor from the battle-fields of the Mexican War.

These books, which are not in the trade and are therefore unobtainable by libraries except through the generosity of Mr. Bixby, are, as will be seen from their titles, of very great importance and interest and most appropriately belong in a college library. We owe a very great debt of gratitude to Mr. Bixby for his kindness in presenting them to us.

From Mr. Charles M. Hall and Mr. Albert H. Johnson, through the efforts of Professor Anderegg, came the money to purchase a complete set of the American Journal of Mathematics. The addition of this set was a decided enrichment of the mathematical collections of the library. Taken in connection with the mathematical journals already in the library, the gift furnishes the beginning of an equipment for research work in mathematics.

Judge M. W. Beacom, of the Class of 1878, presented the library with the Rowfant Club reprint edition of "The Dial," (Boston, 1841-1844), together with Mr. Cooke's historical and biographical introduction. As the originals are a very great rarity, and the periodical of considerable importance in the development of American literature, this is a welcome addition to our library.

The proprietors of the Oberlin News deposited with us their set of the early volumes of this paper and its predecessor, the Lorain County News. As the library had no complete file of the latter between the years 1864 and 1871, the addition of this set will be of great value for investigators in local history and will also in our fire-proof building be preserved from the destruction which seems to inevitably sweep away every newspaper office. These volumes are not given to the library but are placed in deposit. Our hope is that they will always remain here available for the people of Oberlin.

Miss Genevieve Brandt, of the Class of 1904, sent us several boxes of books from the library of her father. An unusually large number of additions to the theological collections of the library were found among these books, including several sets of commentaries which the library has long desired.

The Woman's Relief Corps of Oberlin has presented to the library their collection of the reports of the state organization of that society, and intends to see that the set is kept complete from

year to year. The coöperation thus shown between this local organization and the library we hope may extend to every organization of whatever sort found within the limits of the village.

The family of Professor James Monroe, of the Class of 1850, sent one hundred and fifteen volumes from his private library. Among these should especially be noted the early volumes of the Smithsonian Miscellaneous Collections which were wanting in our set and which can no longer be obtained from the Smithsonian Institution.

Mrs. George S. Burroughs sent us another installment, in continuation of previous gifts, from the library of her husband. As in the case of other installments we found much material which it was a great pleasure to add to the library.

Miss Carrie Wood, of Martin's Ferry, sent us a barrel full of pamphlets and books of quite exceptional interest. The material contained in this gift contained much which would quite likely never otherwise have reached the library.

From the library of William S. Ament, of the Class of 1873, Oberlin's honored missionary in China, came a selection of books, including many educational works and some works on countries in the Far East, which we welcome as supplementing our collection.

In like manner, from the library of the late Miss Mary Shafer a considerable number of books were received.

Mr. Edwin Booth, also, in preparing to remove from Oberlin, sent us a large selection of books from his private library.

At the very end of the year (not yet examined) a collection of some six hundred volumes was sent us from the library of President James H. Fairchild, of the Class of 1838. We anticipate many additions from this collection.

In continuation of gifts reported in the previous year from New England states of genealogical material made necessary by the establishment of a local chapter of the Daughters of the American Revolution, I am glad to note the gift by the New Hampshire State Library of the work: "Rolls of Soldiers in the Revolutionary War."

From Mr. J. W. Dawes, through the kindly interest of Miss Fanny N. Burnell, of Milwaukee, Wisconsin, of the Class of 1865, came a selection of books from the library of Mr. William Dawes, member of the Board of Trustees from 1839-1851 and, with Father Keep, Soliciting Agent in England from 1837-1841. First in interest among these was the Bible carried by Mr. Dawes to England during that memorable visit. This has been added to our collection of books connected with Oberlin history and with the Bible used by

Professor Henry F. Peck, the "Rescuer," in the Cleveland jail in 1859, helps to emphasize the religious fervor of the early generation of Oberlin workers. Among other gifts in this collection were fifty volumes of Harper's Magazine, a large paper edition of the works of Franklin and a number of interesting books on art topics.

Finally, in another field entirely, must be mentioned the gift from the Treasury Department of the United States of a very considerable collection of Confederate notes representing every year of the existence of the Confederacy and, as far as possible, every denomination issued during each year.

As in previous years, we have received the publications of the United States government, forwarded by the Superintendent of Documents; those of the State of Ohio, forwarded by the Ohio State Library; those of the State of Maine, forwarded by the Maine State Library; and the exceptionally valuable publications of the Carnegie Institution.

From the Reverend D. L. Leonard, D.D., we have continued to receive a large number of missionary magazines and other material received by him in connection with his work as editor of the *Missionary Review of the World*.

To many of the faculty we are indebted for gifts of books and magazines. Special mention should be made of Professor L. C. Wattles who regularly presents us with a number of periodicals and also with many recently published books, and of Professor A. H. Lybyer who has presented a number of important mathematical works and also a complete set of *L'Art de vérifier les dates*. From Professor P. D. Sherman came a facsimile of the manuscript of the minor poems of John Milton, and from Professor G. W. Andrews a large number of musical periodicals. To all these, and to many other lesser donors for whose gifts there is not space to make special mention, the librarian takes this opportunity to express his grateful thanks. I find that our library seems to be more fortunate than many other libraries of its size in the number and quality of the gifts which it continues to receive. Without these gifts our library would be of very much less value and it is one of the sources of great encouragement for the future of the library that its friends are so continuously interested in enlarging and enriching it.

Exchanges

During the year the special feature of this work has been the number of volumes sent away from the library. To the New York State Library we were able to send more than four hundred volumes of periodicals indexed in the magazine indexes, besides

a large quantity of numbers and parts of volumes. To the University of Michigan nearly six hundred numbers of magazines were supplied. Also to the Public Library of Lima, Ohio, two large boxes of magazines were sent toward completing its sets.

On the other side may be mentioned the receipt from the Library of Buchtel College of a box of books; from the University of Illinois of more than one hundred and fifty bound and unbound publications of the University, and from Iowa College a box of miscellaneous publications.

On account of the absence of the librarian, less effort has been made in this direction than in previous years but it is hoped during the coming year to push the matter of exchanging duplicates more rapidly. Our collection is continually growing and the time is not far distant when the old house in which they have been stored will have reached the limit of its capacity.

Work of the Cataloging Department

The following table shows the extent to which the library is catalogued:

	Completely Catalogued	Temporarily Catalogued	Uncata- logued	Total
Bound books	122,932		2,759	125,691
Unbound books and pamphlets. .	65,732		52,406	118,138
Newspapers (temporarily bound)				
vols		4,400		4,400
Maps and charts (estimated) ...			3,500	3,500
Manuscripts (file cases)			64	64
Miscellaneous coins, photographs, prints, etc. (estimated)			1,400	1,400
Total	188,664	4,400	60,129	253,193

During the year 6,525 bound volumes and 5,426 pamphlets and unbound volumes were catalogued. This involved the preparation of 37,487 new cards for the catalogue and the alteration, chiefly by incorporating additional data, of 6,428 cards previously written. 10,230 cards were withdrawn from the catalogue, being replaced in most instances by the printed cards of the Library of Congress. In continuing the incorporation of the Union Library Association with the college library, many duplicates are found which are withdrawn, and for many volumes it is necessary to make slight changes in the book number. 1,963 bound volumes and 1,044 pamphlets required changes in the book number and 289 bound

volumes and 31 pamphlets were withdrawn as duplicates. Our card catalogue is now estimated to contain 343,512 cards.

It will be seen from the above table that for the first time in many years the books catalogued exceeded the additions. This was due, however, not to any increase in the number of books catalogued, which was rather less than in recent years, but to the very considerable falling off in the number of additions received, which were in the aggregate the smallest in six years. As over 60,000 books and pamphlets still remain uncatalogued, it is not likely that the cataloguers will very soon lack employment.

From the Library of Congress were received on loan two of its traveling card catalogues, those devoted to serials and to the Civil War. These catalogues, contained in three large cases, were sent by freight at a trifling cost and through comparison with our catalogue a very large number of cards were ordered by number and substituted for the written cards of smaller size in our catalogue. As the cost when cards are ordered by number is somewhat less than when ordered by author and title, the arrangement undoubtedly resulted in a saving of money to the library, besides giving us the advantage of careful examination of a large number of cards and the determining in advance of the exact number of cards which it was necessary to order for each book. The Library of Congress has been kind enough to allow us to keep the serial catalogue for certain additional work, which is a matter of great convenience to us.

The work begun in the previous year upon the publications of the United States government has continued during the present year. Practically all our publications of the United States government for which cards could be obtained have now been catalogued. There still remains a residue of miscellaneous publications which apparently are not in the possession of the Library of Congress, or for which cards have not been prepared. The number, however, is exceedingly small in comparison with the great number in our possession when we commenced the undertaking. Of the set of cards covering the United States publications there still remains a number of thousand cards representing the documents never received by this library. These cards are now being arranged in the order of the recent Check List of United States Public Documents, 1789-1909, thus bringing all the publications of an issuing office together. During the coming year a diligent effort will be made by correspondence with these offices to complete as far as possible our collection of these documents.

The publication by the United States Geological Survey of a list of the publications of the various state geological surveys led us to make a careful examination of our collections of these publications. This investigation disclosed many gaps but also brought a feeling of satisfaction at the large proportion of these publications which were already in our collection. Letters were sent out to many of the surveys and so far as the missing publications were in print they have been received. The work will be continued during the coming year until correspondence has been carried on with all the states. When the work is completed, however, there will still remain a comparatively limited number of out of print and somewhat expensive books which will be found not to be in our collection. If some good friend could be prevailed upon to give us two hundred dollars for the purpose of filling in these gaps, we could make our collection almost absolutely complete.

Work was also begun upon the publications of the Agricultural Experiment Stations of the various states. An immense amount of extremely valuable scientific material is found in these Bulletins. The work was in process at the end of the year and it is the intention of the librarian as fast as the sets can be completed to bind them.

Work of the Reference and Circulating Department

During the year the library was opened 307 days. The total number of readers for the year was 244,106 as compared with 259,815 the previous year. This attendance was divided as follows: Reference Room, 166,872; Open Shelf Room and Academy Room, 63,981; Children's Room, 13,253. No record is kept of those who use only the seminar rooms. A person using two of the above rooms during the same visit to the library would be twice counted, but it is not probable that there is a large number of such cases. The largest attendance in any one day was: in the Reference Room, 1,174 (January 24th); in the Open Shelf Room, 431 (January 23rd), and in the Children's Room, 117 (March 25th). The smallest attendance in any one day was: in the Reference Room, 88 (August 10th); in the Open Shelf Room, 40 (August 15th), and in the Children's Room, 11 (September 20).

The average daily attendance during the school year, including the Christmas and Easter vacations, was 988; during the Summer Session, 227, and during the remainder of the summer vacation, 63. The average daily attendance for the entire year, including the summer and other vacations, was 799.

The following table shows the attendance by months during the year:

1911:	Morning	Afternoon	Evening	Total
September	3,346	3,966	2,159	9,471
October	10,106	10,246	8,151	28,503
November	10,249	10,934	7,982	29,165
December	7,147	8,274	4,524	19,945
1912:				
January	9,653	10,794	6,543	26,990
February	8,932	9,852	5,914	24,698
March	9,570	10,966	6,757	27,293
April	9,641	9,326	6,417	25,384
May	10,716	8,995	7,783	27,494
June	6,078	6,107	3,508	15,693
July	2,216	3,692		5,908
August	1,049	2,513		3,562
	<hr/>	<hr/>	<hr/>	<hr/>
	88,703	95,665	59,738	244,106

A comparison with the similar table in last year's report shows that the attendance has decreased in all parts of the day, though more noticeably in the afternoon. The decrease is equally distributed between the Reference Room and the Open Shelf Room, while the Children's Room shows a very considerable increase. The library in the Men's Building is doubtless, in part, the cause of this decrease. It is probable, also, that the disturbance of the quiet of the reading rooms had some influence upon the attendance, since after the silence rule was put in force the attendance in the Reference Room shows an increase over the preceding year.

The opening of the Open Shelf Room until nine o'clock has resulted, as was anticipated, in a decided increase in the evening use of that room and in a corresponding relief to the upstairs Reference Room.

The reference work during the year has been unusually heavy and although a page has been provided during the hours from 3:30 to 5:30 it is obviously necessary to extend this assistance to the evening hours and this will be done during the current year. It is extremely difficult to obtain pages in Oberlin except after school hours or we should try to have one in service throughout the entire day.

The number of books drawn for use outside the building during the year was 61,836, as compared with 58,946 the previous

year. The books were drawn from the different rooms as follows: from the Reference Room, 26,049. from the Open Shelf Room, 28,024, and from the Children's Room, 7,763. These volumes were drawn by 5,146 persons, as compared with 4,962 the previous year. Of these, 2,543 obtained their books from the Open Shelf Room; 1,803 from the Reference Room, and 800 from the Children's Room. The 2,543 drawing from the Open Shelf Room were classified as follows: Citizens, 1,400 (267 of these were also students); students, 1,143 (267 included in citizens).

For some years the question of quiet in the reading rooms has been one which has been giving great perplexity. Our general rule has been that whispering would not be objected to if kept within reasonable bounds. The student standard as to what constituted reasonable bounds seemed to become more and more lax until it was apparent that if the rooms were to serve the purpose for which they were erected something more than the judgment of the students would have to be established as a standard. Accordingly in March the Library Committee voted the following regulation:

Whispering, talking, or other disturbance in the Reading Room is forbidden except in necessary communication with members of the Library Staff.

Any student who is reprimanded a second time for breaking the above rule shall be dismissed from the Room and shall be excluded from the privileges of the Reading Room for two weeks.

Under the operation of this rule, which was put into effect April 15th, there were during the ten weeks remaining of the Spring term 153 cases in the Reference room of first reprimand for violation of this rule. These reprimands were distributed between sexes as follows: men, 73; women, 80. Among classes as follows: graduate students, 1; Seniors, 39; Juniors, 33; Sophomores, 34; Freshmen, 23; Conservatory, 11; Academy, 9; visitors, 2; unknown, 1.

From the time this rule went into operation until the end of the school year there were 53 days in which the library was opened, consequently the average was very nearly 3 reprimands per day. In the Open Shelf Room, the record of first reprimands has unfortunately not been preserved and I cannot, therefore, report as to the number of such reprimands, but I judge from the impression of the attendants that perhaps half as many, or 75 persons, were given first reprimands. Second reprimands were nec-

essary in the Reference Room in the cases of 11 men and 4 women, and in the open shelf room in the case of 12 men and 4 women. Of these last, only one was a student in the college department; 10 were Academy students, 3 High School students, and two residents of the town.

The rule has resulted in a very marked improvement in the order of the two rooms. There are some details still to be worked out but the rule seems to have been accepted by the student body as necessary and the administration of it has been such as to produce no antagonism. We trust that after it has been in operation for a year or two there will come a generation that has never known anything but absolute quiet in the reading room and that thereafter very little trouble will be caused.

Work of the Shelf Department

This department places the new books on the shelves as they come from the cataloguers and returns all books returning from circulation to their proper places. The year has been one of great difficulty owing to the fact that all available shelving was filled. During the Christmas vacation books were shifted to the seminar rooms as far as could be conveniently done and some temporary relief thus obtained. The same process was repeated during the summer vacation. How laborious, time-consuming and expensive all this is can be illustrated by the fact that a set of books filling three shelves, which came in just at the end of the summer, required the moving of between four and five hundred shelves of books in order that it might be incorporated in its proper place. There is probably in our stack less than one hundred running feet of shelf space available for the addition of new books. As our regular additions require nearly one thousand running feet of shelving per year, it is obvious that at the time of writing this report a situation of utmost difficulty has been reached. More room must be in some way obtained and there is no room in the present building which can be spared for the purpose. The Administration Building, when completed, will give us the room now occupied as a faculty room which could be fitted up as a room for our collection of periodicals and for the current numbers of our periodicals. This, however, would take from the library the only place where any considerable number of people may meet. The room is used every week by one of the women's literary societies and is often used for special gatherings of various kinds. A much more desirable arrangement would be the prompt removal of the art collection from the upper stories of the stack. This would give us

room for something like sixty thousand additional volumes. We are already so crowded that a portion of this space would be required simply to ease the present shelves since it is very undesirable that the shelf space be more than three-fourths occupied if the proper separations which are to indicate classes and subdivisions are to be maintained. The new space, when obtained, cannot at the best, then, last us more than seven or eight years. But as long as all the space in the building is not used for library purposes we can hardly ask for an addition to the building. Clearly, therefore, if the efficiency of the library is to be maintained, a building should be at once provided for the art collection, or it should be removed and temporarily housed in some other building.

The Town and the College

The original proposition made by the College to the village concerning use of the college library by citizens was that the Board of Education should levy a tax of one mill as allowed by Section 7,641 of the Ohio Statutes, in return for which the privileges of the library should be extended to all the citizens of the town. This proposition was accepted. Under the operation of the reappraisement of 1910, which placed all property on the duplicate at its real value, the rate was cut down by the Board of Education to three-tenths of a mill, a levy which gave an amount equivalent to that originally produced under the one mill tax. Under the operation of the Smith Law, by which all taxes of the corporation were limited to ten mills, the Board of Education found itself unable to levy even this amount. It was therefore proposed on the part of the village that for the year 1912-13 the college should accept eight hundred dollars, this being approximately one-half of the amount which under the original arrangement the village would have paid. Upon receiving the assurance that this reduction was for the year only, to enable the village to make readjustment under the new law, and that the old rate would be resumed the following year, this proposal was accepted by the college with the distinct understanding that for the year 1912-13 the college was not expected to make additions to the books in the Open Shelf Room and the Children's Room, the rooms most frequented by the town's people. It is, of course, a great misfortune to stop purchases in these two departments but it seems to be inevitable in view of the financial situation of the village. There will probably be some complaint, but it is hoped that a full understanding of the situation will enable all parties to bear this discomfort as comfortably as may be.

Needs of the Library

I call attention here to the words on the crowded condition of the shelves in an earlier paragraph of this report.

The growth of the college since the present building was erected has also made it highly desirable that there should be an increase at an early date in accommodations provided for seminar rooms. Two or more departments must be assigned to the same room and this makes very difficult the holding of seminar classes and conferences between professor and students. It seems extremely desirable at an early date to erect an addition to the present building which should include more seminar rooms and also a large number of small rooms which may be used by professors as conference rooms in which to meet their students. In this way the seminar rooms could be left free for research work and all conference be carried on in another part of the building. There should also be, in such an addition, a number of rooms for investigators. During the present year Dr. Chauncey Goodrich, of the North China Mission of the American Board of Commissioners for Foreign Missions, spent a considerable part of the year in the revision of a translation of portions of the Old Testament into the Chinese language. We were able to provide a room for him in rather unsatisfactory quarters at some inconvenience to our regular work. One of the professors in the University of Michigan spent a considerable number of days here in the Christmas vacation on a piece of special work connected with the editing of certain manuscripts. As his visit occurred in the vacation, we were able without difficulty to provide a place for him. Had his visit come in term time, however, we should have had absolutely no quiet place in which he could work. It is evident that there will be increasing calls of this sort as the library increases its collections.

There is also need of additional room for the reception and storage of books until such time as they can be examined and entered either as additions or as duplicates.

While, as I previously said, we cannot ask for an addition until the space within the present building is used for library purposes, it seems clear to me that within a few years such an addition must come if the service which the library is to render to the college and to the community develops as it seems likely to develop.

The action of the Trustees in increasing the amount available for books has made possible a slight increase in the appropriations which can be assigned to the different departments. I desire,

however, to emphasize, as I did in my last report, that this increase does not represent any real advance but simply represents an increase approximately corresponding to the increase in the price of books. We therefore stand in no better condition than we did several years ago. While I recognize that the present income of the college does not warrant the appropriation of more money than the six thousand dollars now appropriated for books, I feel it my duty to point out that this is entirely an inadequate amount, and that twelve thousand dollars at least would be required to really give satisfactory appropriations. Obviously if some donor could be found to give two hundred thousand dollars, the income of which could be used for the purchase of books, our situation would be greatly relieved. I trust that since some of the more pressing building needs seem likely to be met special emphasis may be placed here. Just now at no point can the efficiency of the work be helped in a greater degree than by increased expenditure of this sort.

The steady rise of prices is bringing about through all the college libraries of the country an increase of salaries. This must be soon faced by us. The salaries are still very low as compared with salaries in other departments and the increase which has been made in the last ten years is no more than, if as much as, the corresponding increase in the cost of living. Endowment here of two hundred thousand dollars would enable us to make an increase adequate to the situation and, at the same time, relieve the general budget from some of the cost of the library. I trust that this may soon be brought about.

Absence of the Librarian

Through the kindness of the Trustees, the librarian was granted leave of absence for the second half of the year. During his absence the library was under the general charge of Miss Eoline Spaulding, who had charge when the librarian had his last sabbatical vacation. Much of the work, however, was carried by Mr. Keyes DeWitt Metcalf, of the Class of 1910, who was good enough to leave his course of study in the New York Public Library School in order to render this very great aid. Mr. Metcalf had been during his preparatory and collegiate course a student assistant and was so familiar with the methods of the library that his presence made the machinery run far more smoothly than it would have done, if some person unfamiliar with the library had been engaged. Mr. Metcalf's tact, courtesy, and desire to help were

very greatly appreciated by both faculty and students and by all the members of the library staff.

During the absence of the librarian he visited many of the important libraries of England and France, especially examining the so-called "Costeriana." Many thanks are due to the authorities of the John Rylands Library, of Manchester; the Bodleian Library of Oxford; the British Museum of London, and the Bibliothèque Nationale, of Paris, for their courtesy in connection with this visit.

In closing this report I wish to express my most grateful thanks to my colleagues of the library staff for the extra burdens so cheerfully carried by them during my absence, and, in particular, I would express my appreciation of the kindness of Mr. Keyes D. Metcalf in deferring his plans for entering upon library work in order to make possible this vacation trip.

Respectfully submitted,

AZARIAH S. ROOT.

REPORT OF THE CHAIRMAN OF THE DEANS OF WOMEN

To the President:

SIR—The enrolment of women for the year 1911-12 was 1094, divided among the departments and compared with the previous years as follows:

	1911-12	1910-11
College of Arts and Sciences	570	593
Theological Seminary	0	3
The Conservatory of Music	334	429
The Academy	124	156
Drawing and Painting	36	67
Summer Session	30	30

This shows a loss in every department. The increase in tuition and the higher standard for admission to the Conservatory are the obvious causes so far as they are to be found in local conditions.

The most significant event of the year has been the modification of the By-laws which relate the entire Faculty more closely to the administration dealing with the special interests of the women. The Women's Board has been made a Committee of the General Faculty, appointed by its Nominating Committee and reporting to it except in matters of discipline where for the sake of greater privacy the Trustees have deemed it wise to give the Board power in conference with the President and the head of the department concerned. The organization of the Board has continued the same; the membership consists of the three Deans of Women ex-officio and six others appointed by the Faculty. Miss Hosford has taken the place vacated by Mrs. Fargo, and Miss Cochran and Miss Doerschuk filled the vacancies left by Miss Hosford's appointment as Dean and Dr. Hanna's absence for the year. It is hoped that the work of the Board may be strengthened by its closer relation to the Faculty and that more cordial support may follow the fuller acquaintance, but otherwise no change of policy has been made or contemplated.

The organizing of all the women on the teaching staff of the various departments into an Advisory Committee under the chairmanship of the Dean of the College Women is a new step, approved by the Trustees at their meeting last November and

effected in February. At this time many phases of the life of the students calling for special study and consideration were presented. The Committee voted to limit its investigations to three fields, and sub-committees were appointed as follows:

Social Life and Training - - Miss Kate Peck, Chairman.

Vocational Opportunities for Women, Dr. Susan Nichols.

Health Conditions and Education - Mrs. Ellen B. Hatch.

At a later meeting each of these committees outlined the work it wished to undertake in a way which gives rich promise for the usefulness of the new organization. There is need of some provision for the expenditure necessary if the work is to be effective; the meetings must be held at stated times and be largely attended; and many other details will need consideration and adjustment. But there can be no question but that this enlisting of the women of the Faculty means enrichment of our common life.

Second only to the strict academic work in importance for our students, if indeed second at all, is the home environment in which they spend their college years. Housing conditions have therefore absorbed a large part of the thought and attention of the Deans of Women and from the very beginning of our administration we have emphasized the need of more college residence halls. Five years ago Dascomb Cottage was opened; it accommodates 31 young women. This has been the only addition to our equipment in this line since the completion of Lord Cottage in 1892. It is therefore a matter of epoch-making significance that the College this year opens two more residence halls for women. A more detailed statement will be in place in reporting the year 1912-13 but reference to them cannot be omitted at this time.

Through the generosity of Mr. and Mrs. George M. Clark of Evanston, who contributed \$10,000 toward the building. Keep Cottage is nearing completion. It occupies the site of the old Keep homestead and is a memorial to Father and Mother Keep, whose devotion to the college and thoughtful interest in young women are thus worthily commemorated. It will accommodate 50 young women. No pains have been spared to make the building beautiful, homelike, convenient, and comfortable. The enthusiasm with which the students are receiving it is evidenced by the fact that all the rooms have been assigned and over a hundred names are upon the waiting-list. The service of Keep Cottage is increased by the fact that the house next to it, for some years owned by the College, has been fitted up as a rooming-house for fourteen young women who will board at the Cottage.

To many former students it will give great satisfaction to know that the home of General Shurtleff, "beautiful for situation," has come into the possession of the College by purchase and has been fitted up for a home for thirty young women. It bears the name Shurtleff Cottage. Its proximity to the new Academy campus has made it seem wise to utilize it largely for Academy girls; this fall half the number are from the Academy and the percentage will increase.

The addition of these three buildings has increased by about fifty per cent the number of women whom the College can house in its own halls; but even yet it can provide for only a few over one fourth of the women actually in attendance.

Mrs. Mary T. Davidson has been appointed matron of Keep Cottage; her efficient management of Dascomb Cottage gives assurance of the success with which she will work out the problems of the new hall. As her successor at Dascomb Cottage we are glad to welcome Miss Mary Gough Parker, who comes to us from five years of similar service in one of the off-campus houses at Smith College. As the matron of Shurtleff Cottage we have called Mrs. Evelyn Hitchcock, who as the wife of a clergyman, teacher in a private school and manager of a successful boarding-house, has proven her fitness to meet the many-sided demands made upon the matron of a residence hall.

No new names have been added to the list of the matrons of private boarding-houses. Three have given up this work after several years of service,—Mrs. Mary C. Bacon, Mrs. M. G. Smith, and Miss Ella Swezey. Miss Swezey has been associated with us for so many years, first as the matron of Stewart Hall and later in her own home, that we cannot let her depart without a special expression of appreciation and good wishes.

The past year was the first in which Miss Hosford has acted as Dean of Academy Girls; the wisdom and devotion she brought to bear upon her duties and the warm place she has won in the affection of the girls have more than justified her appointment and it is a satisfaction to all to have her willing to continue this onerous but rewarding work.

Respectfully submitted,

FLORENCE M. FITCH.

REPORT OF THE DIRECTOR OF THE MEN'S GYMNASIUM

To the President:

SIR—The men who made use of the Gymnasium in 1911-12 were distributed as follows:

The College	Number in Cat- alog	Number Using Gymna'm	In Credit Courses	In Other Classes	Not Taking Class Work
Seniors	82	62	16	0	46
Juniors	89	72	21	0	51
Sophomores	103	88	47	0	41
Freshmen	128	122	107	0	15
Specials	18	8	4	0	4
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Total College....	420	352	195	0	157
The Theological Seminary	39	15	0	0	15
The Conservatory of Music	33	16	0	2	14
The Academy.....	167	122	0	0	25
Drawing and Painting...	3	1	0	97	1
<hr/>					
Total, all depts....	662	506	195	99	212
Members of the Faculty		11	0	0	11
High School Students..		26	0	0	26
Business Col. Students.		13	0	9	4
Not classified		9	0	1	8
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Grand totals		565	195	109	261

The receipts and expenditures of the Gymnasium during the same year were as follows:

Receipts

From term bills of men in the College, Conservatory and Academy	\$1,126.25
From other fees	181.00
From rental	80.00
Miscellaneous	3.00
From interest on endowment (\$16,000)	800.00
From Athletic Association	800.00
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Total	\$2,990.25

Expenditures

Direction and teaching (University account) ..	\$2,915.01
Clerk Hire	22.09
Stationery, printing and postage	34.26
Janitor and assistance	758.60
Custodians	170.52
Fuel	784.44
Lights	238.26
Water	130.10
Apparatus	100.00
Supplies and repairs	292.07
Athletic grounds	100.00
Insurance	83.77
Telephones	34.25
Paving tax	24.22
<hr/>	
Total	\$5,687.59

	Estimated	Actual
Expenditures, 1911-12	\$5,260	\$5,687.59
Income, 1911-12	2,900	2,990.25
<hr/>		<hr/>
Drawn from University funds ..	2,360	2,697.34

76.44 per cent of the men in all departments made use of the gymnasium, and 83.81 per cent of College undergraduates — a slight falling off from the figures of the previous year, probably due to the presence of workmen in the building during the fall and winter. The percentage of College undergraduates enrolled in the credit classes was 46.43 (46.12 in 1910-11). 47 of these latter students attended during one semester only, but the remaining 148 (75.89 per cent) completed a full year's work. Mr. Arthur F. Baker was again in charge of the afternoon classes, intended primarily for Academy students, and assisted me in the examining room by making most of the measurements and strength tests. 200 new students were examined (171 of them within the first six weeks of the year), and 39 old students were re-examined, in addition to the large number of candidates for the different Varsity and Academy athletic teams who were given partial examinations.

THE COMPLETED WARNER GYMNASIUM

On February 23, 1911, President King announced to the student body that Dr. and Mrs. Warner had added to their original gift of \$50,000 the sum of \$40,000 to make possible the completion of the gymnasium and to provide further endowment. Painstaking revision of former plans and specifications was at once begun by the architects, Patton and Miller, of Chicago, and it was decided to make whatever alterations and improvements in the older portion a decade of use had suggested, so that throughout the building every detail might conform to the same high standard of convenience and efficiency. The first contracts were let August 10th. During the latter half of that month work was actually under way, and practically completed by the end of March, 1912, with the exception of various odds and ends which could be attended to without interfering with the free use of all parts.

The old stone steps at the terrace line in front of the main entrance have been replaced by new concrete ones, with stone piers on either side, surmounted by wrought iron bases which hold large globes for electric lighting. The front hall has been widened at the south end by cutting back the old instructor's room. Like the vestibule its walls are of paneled wainscoting carried to the height of the door tops, the panels filled in with burlap painted a light green. At the right the hall opens into a room where the two instructors in physical training have their desks, and beyond it, occupying the northeast corner of the building, is Professor Savage's private office. It is connected with a new locker room at the rear by a passageway lined at the left with a wall case and shelving for supplies, etc., and giving entrance at the right into a private dressing room supplied with shower, wash-bowl, and toilet.

In the new locker room itself, which fills the remainder of the first floor in the addition, there are two hundred and eighty-eight double-tier steel lockers, arranged in alcoves of convenient size. Each locker is twelve inches square and three feet high, fastened with a combination lock, and ventilated through perforations in the front and back. In the center of every alcove is a long bench on fixed iron standards, and at the closed end are coat and hat hooks and a small plate-glass mirror. More lockers can be added as the need arises, but with the four hundred and twenty-seven wooden ones in the old locker room, we now have on the main floor a total of seven hundred and fifteen, and since the largest enrolment in any one year hitherto has been six hundred and fifty-one, the present supply is likely to prove sufficient for some time to come.

Stairways lead directly from this room to the basement and to the floor above.

The old shower room, situated between the two locker rooms at the rear, has been much improved. Its floor, sloping to the side gutters or to a large drain in the center, has been relaid with a preparation of marble and cement. The toilet fixtures at its east end have been partitioned off with brick glazed on both sides, and high windows, and the new room thus formed is ventilated by means of an independent electrically driven exhaust fan near the ceiling. More wash-bowls and a foot-bath have been added to the shower room, and in the center a low slate partition supports eight new showers, giving altogether seventeen, four of them in the original slate stalls with rubber curtains, and the rest open. A passageway back of the custodian's office connects the two locker rooms so that it is possible to pass from one to the other, or to enter the toilet room, without traversing the shower room.

The second floor of the new portion is entirely given over to a small gymnasium, about sixty-five by thirty-five feet in area and twenty feet high. It is lined with pressed brick, wainscoted below and ceiled with yellow pine, and lighted on three sides by a row of small windows under the eaves, larger square ones just above the wallboard cap, and between the two sets six great semi-circular windows in place of the solid stone tympana which occupy corresponding positions in the older part of the building, as viewed from without. Two tungsten clusters on the ceiling furnish artificial light. The fixed apparatus includes twenty stallbars along the north wall, two swinging booms, a row of ten climbing ropes, two adjustable ladders, and two basketball backstops suspended from above and braced out from the wall. There are long benches for use at the stallbars (they can be inverted and used as balance beams), boom saddles, two pieces each of parallel bars, vaulting boxes, horses, bucks, and beat boards, fifty pairs each of wooden and iron dumb-bells and Indian clubs, with their wall racks, four dozen each of wooden and iron wands, with racks and box, and the usual gymnasium mats. The south wall is left unobstructed, for handball games. Stairways at the west end lead up to the running track in the large gymnasium and down into the small locker room. Double doors open from the front stairway, and another admits to the teachers' room at the northwest corner of the large gymnasium, but there is no direct communication between the two exercising rooms. A pair of windows in the back of the visitors' gallery permit a general view of the smaller one.

In the center of the third floor, above the new gymnasium and under the north slope of the skylight, is a large room for

photographic work for purposes of record and research in connection with physical examinations and to supply material needed for illustration in lectures and demonstrations. Adjoining it are a dressing room and dark room. Underneath the west slope of the roof is a janitor's living room, and corresponding to it on the east is storage space into which the bleachers used at basketball games can be hoisted through a boxed-in hole cut in the floor of the visitors' gallery at the north end of the large gymnasium.

Somewhat less than one-third of the added basement area is devoted to a special exercising room at the front of the building. Its equipment comprises a quarter circle, two rowing pulley-weights, two forms of duplex pulley-weights, and a set of breast-bars, and for use with these a neck machine, giant pulley, leg pulley, and abdominal strap and cleat. Twenty-one single-tier steel lockers, fifteen by twelve inches and five feet high, extend along the west wall. They are intended for the use of visiting athletic teams, who may occupy this as a dressing room. At the opposite end of the basement a large dressing room set apart for our own men who take part in outdoor sports contains one hundred and fifty-six double-tier steel lockers, together with benches, coat and hat hooks, and mirrors like those on the floor above. A passageway connecting the special exercising room with this locker room leads through a shower room with seven showers and a foot-bath, and a toilet room with wash-bowls. If desired, the visiting team can be given exclusive use of these two, while our men go upstairs to the main shower room. At other times it will not be necessary for students exercising out-of-doors to enter the first-floor locker or shower room at all. A gas-heated clothes dryer in one corner of the basement locker room, having five racks or draws each eighteen inches wide and the whole measuring approximately seventeen feet long, eight feet three inches wide, and seven feet high, will make possible the quick drying of football suits and any other articles.

Changes in the older portion of the building include in the main gymnasium the repair of the skylight to prevent further leaking, provision of a fire-escape leading from a new door cut in the south wall, a much improved system of electric lighting by means of six tungsten clusters overhead and a row of single lights set well back under the running gallery, enlarged facilities for heating and ventilating, and an arrangement for hoisting bleachers up into the storage space already mentioned. On the floor below Professor Savage's former office is now restored to its first use as a waiting room to the director's office.

In the basement the great unfinished open space at the east, originally intended for three pairs of bowling alleys, has been cut up into two good handball courts in front, and separated from them by a narrow passage three rooms each approximately twenty-four by fifteen feet, set apart for fencing, boxing, and wrestling, respectively. The wrestling room contains a one-piece mat which entirely covers its floor. All partitions here, except the one dividing the two handball courts, are of low tile walls with wire screens above, to admit light from three directions. A new stairway from the northeast corner of the large locker room gives immediate access to these basement rooms without the necessity of crossing the ball cage. At the north end, near the entrance to the front hall, is a striking-bag drum large enough to accommodate three bags. An additional store-room for athletic supplies has been walled off, and the ball-cage floor is relaid at a higher level to put it beyond the reach of flooding after heavy rains. The basement windows are all of them screened with heavy wire on the outside, and inside screens have been added in the older portion wherever there is danger of breakage.

New concrete coal bins outside the walls are filled through manholes over which the wagons can be driven. A steam boiler has been substituted for the old hot-water one, and a Wilkes heater and thousand-gallon storage tank take the place of the smaller ones which formerly supplied hot water for the showers. A fan operated by electric motor has been set in the fresh-air chamber, to ventilate both gymnasia and locker rooms. Every part of the building is reached by a vacuum-cleaning system, through piping which leads from numerous inlet valves on each floor to a three-horse-power electrically-driven turbine air-pump in the basement. New sanitary drinking fountains have been installed in the large gymnasium, the shower room, and the front hall, and many minor improvements have been made.

The result is a building better heated, ventilated, lighted, and cleaned than ever before, with two rooms available for class work and another for prescribed individual work, and all three for voluntary exercise, much more adequate provision for indoor games, locker accommodations ample for all probable demands, the greatly needed separate dressing rooms and baths for men engaged in outdoor sports, and comfortable quarters for visiting athletic teams.

Respectfully submitted,

FRED EUGENE LEONARD

REPORT OF THE DIRECTOR OF ATHLETICS

To the President:

SIR—The year 1911-12 in athletics was marked by the inauguration of our new coaching system, wherein men appointed as regular members of the faculty, with academic rank of instructors, took active charge of all athletics throughout the year and coached all the varsity teams. Mr. Glen C. Gray, '11, was placed in charge of the football and track squads, while Mr. J. Herbert Nichols, '11, was held responsible for basketball and baseball. Wherever possible, each man rendered valuable assistance to the other in all branches of sports. Much of the time, therefore, both men were working together in the same branch of sport. In my judgment, this innovation proved most successful, as the following schedule of the intercollegiate contests played by our varsity teams goes far to show:

Football, 1911

September 30—Oberlin 28, Heidelberg 0; at Oberlin.
October 7—Oberlin 3, Cornell 15; at Ithaca.
October 14—Oberlin 9, Hiram 0; at Oberlin.
October 21—Oberlin 9, Denison 0; at Oberlin.
October 28—Oberlin 6, Case School 5; at Oberlin.
November 4—Oberlin 9, Western Reserve 0; at Cleveland.
November 11—Oberlin 20, Wooster 0; at Wooster.
November 18—Oberlin 0, Ohio State 0; at Oberlin.

Basketball, 1912

January 6—Oberlin 46, Kenyon 13; at Oberlin.
January 13—Oberlin 49, Wittenberg 11; at Oberlin.
January 19—Oberlin 53, Kenyon 15; at Gambier.
January 20—Oberlin 37, Case School 25; at Cleveland.
February 3—Oberlin 57, Case School 16; at Oberlin.
February 10—Oberlin 28, Rochester 25; at Oberlin.
February 15—Oberlin 28, Rochester 17, at Rochester.
February 16—Oberlin 14, Syracuse 31; at Syracuse.
February 17—Oberlin 20, U. S. Mil. Acad. 30, at West Point.
February 24—Oberlin 26, Western Reserve 19, at Oberlin.
March 2—Oberlin 11, Ohio State 27; at Columbus.
March 9—Oberlin 32, Ohio State 14; at Oberlin.

Baseball, 1912

April 20—Oberlin 9, Baldwin 3; at Oberlin.
April 27—Oberlin 3, Case School 5; at Cleveland.
May 4—Oberlin 6, Western Reserve 5; at Cleveland.
May 18—Oberlin 5, Western Reserve 0; at Oberlin.
May 22—Oberlin 7, Ohio State 6; at Oberlin.
May 25—Oberlin 2, Case School 1; at Oberlin.
June 1—Oberlin 9, Wooster 0; at Wooster.
June 8—Oberlin 2, Wooster 3; at Oberlin.
June 15—Oberlin 5, Ohio Wesleyan 8; at Oberlin.

Track, 1912

March 16—Indoor meet at Delaware; Oberlin 38, Ohio Wesleyan 55.
April 27—Dual meet at Columbus; Oberlin 51, Ohio State 66.
May 11—Dual meet at Oberlin; Oberlin 81, Western Reserve 36.
May 24—"Big Six" meet at Columbus; Ohio State 58, Ohio Wesleyan 34½, Oberlin 26½, Western Reserve 18, Cincinnati 11, Miami 8, Denison 4, Case 2, Wooster 2, Ohio University 1.

Not alone in the games won in intercollegiate contests did our faculty coaching system prove successful, but in the whole athletic life of the institution it could be easily seen that men with higher ideals than those of the average professional coach were in charge. Both our coaches were in entire sympathy with the purposes and ideals of the faculty, which emphasize scholarship as the paramount interest of the college course. Because of this fact, the work of your director was made lighter and more effective and the contribution of athletics to student life enhanced.

However, the success of the system must be proven by its working out through a term of years if it is to be a real success. At the present salaries of our instructors, we cannot hope to keep the men more than a year, or possibly two. Herein lies the weakness of the system. It can readily be seen that it will be practically impossible for us to turn out, year after year, men of the character and the athletic ability necessary to make successful all-the-year-round coaches. But whatever the future may have in store for us, the launching of this system has certainly been most successful.

The class contests in various branches of sports were handled by the coaches as they have never been before and the series of inter-class games proved unusually successful. All the varsity teams of

the year were good. This is particularly true of the football team, which was developed to a higher point of efficiency than any football team of recent years. Oberlin was the only Conference college to have its football team go through the season undefeated by an Ohio college team. The basketball team, though not up to the high standard of the preceding year, was exceedingly strong and no college team in the state made a better record. In baseball, also, we were represented by a much stronger team than for several years past, although the record for the season was disappointing owing to the slump taken by the team at the close of the season. The track team, because of the heavy losses by graduation the preceding year, and the consequent lack of experienced men, made the poorest showing of any track team for several years. Yet the work and spirit of the new men was most commendable. Our tennis season was again shortened by a late Spring and hampered by unfavorable weather conditions and our tennis team was not up to our usual standard.

The report of the Graduate Treasurer of the Athletic Association is the most satisfactory report for years, and is as follows:

Net surplus, August 31, 1911.....	\$ 178.86
General Account, profit	\$ 75.75
Football Season of 1911, profit.....	1,276.27
Baseball Season of 1912, deficit.....	207.17
Track Team of 1912, deficit.....	117.73
Basketball Season of 1912, profit.....	157.40
Tennis Season of 1912, deficit.....	103.50
	<hr/>
Net Profit, year of 1911-12.....	\$1,081.02
	<hr/>
Balance on hand, August 31, 1912.....	\$1,259.88

Financially, the football season was the greatest success and the best football season since my connection with the Athletic Association. At its close, the graduate treasurer was able to place a very substantial deposit in the bank at interest,—a very unique experience in the life of the Athletic Association. The basketball season was also successful and showed a substantial surplus. The baseball season showed a deficit of \$217.17, but as this is about \$50.00 less than that of the preceding year, it would seem fairly successful. The track team was not able to meet its expenses as in 1911, and shows a deficit of \$117.73. The tennis season, also, shows a deficit, similar in size to that of the preceding year, although we had unusual expenses connected with the

entertainment of the Ohio Conference Tennis Association, which held its annual State Championship Meet here for three days during the last week in May.

The third annual appropriation of \$100.00 in the college budget was expended on the track and the new section is now entirely paid for in this manner.

The year saw no new branches of sport introduced, but there was a steady, healthy, and increasing interest by a greater number of men in all the established branches of sport. The imperative need of bettering and increasing our present athletic facilities, as outlined in my reports of several years previous, grows more insistent. The rearrangement, grading, and draining of our present athletic fields, and the construction of new fields cannot be postponed longer without real hardship. So extensive a program as must be undertaken requires the raising of a special fund, in order that a comprehensive and unified plan of construction may be entered upon. The bleachers at Athletic Park were removed last Spring as unsafe and those at Dill Field cannot be made to go through another season, but neither of these structures should be rebuilt until as adequate and permanent units of a broadly conceived plan. In my judgment, a special construction fund of \$50,000 could wisely be expended on new fields, and to adequately care for them after construction a special endowment fund of at least \$50,000 would be required.

It is with the greatest satisfaction to your director that, in accordance with the report of a special college Athletic Committee, the faculty and trustees placed in the budget of 1912-13 an increased appropriation to match a similar amount set aside by the Athletic Association, looking toward the development of greater athletic facilities for the student body. The board of directors of the Athletic Association certainly deserve a word of praise for their liberality in this matter, as the money appropriated by them, which is made from intercollegiate contests, might justly be considered as rightfully expended upon only varsity interests. While this joint fund of \$1,000 affords a beginning, it cannot go far in any large plan, such as the situation really demands, but with this sum on hand, may we not interest friends of Oberlin to join with us in bringing about the athletic facilities which we so sadly need?

As reported last year, it again seems to me that the athletic life within the College has been increasingly sane and happy. The idea of sport for sport's sake among our college men is certainly growing stronger. A striking indication of this is the

number of baseball games played last Spring at 5:30 in the morning. No less than forty-three such games were played and the demand for grounds at this early hour was so pressing that it was necessary to keep a calendar with the possible dates, at times taken two weeks in advance. That the games had to be played at this unseemly hour was because there were no fields for baseball in the afternoon, when the two fields were in use by the varsity and academy teams. In football, too, there was very great overcrowding at Dill Field. The atrocious condition of the field at the close of the season was largely due to the fact that it had been completely worn down by the use, or rather the abuse, to which it had been subjected throughout the season. At least three additional baseball diamonds, a second and if possible, a third football field, a running track, and a score of tennis courts would all be kept busy were we able to produce them immediately. New stands are imperative and a field house would add immeasurably to the value of the fields.

The year brought no change in the membership of the Ohio Conference. The conference adopted no new policies of importance. The membership in the National Collegiate Athletic Association again increased and reached the splendid total of ninety-three institutions from a beginning of thirty-five six years ago. At the last annual meeting of this Association, your director was again elected to the football rules committee.

Respectfully submitted.

C. W. SAVAGE.

REPORT OF THE ACTING DIRECTOR OF THE WOMEN'S GYMNASIUM

To the President:

SIR—The receipts and expenditures of the Gymnasium for 1911-12 were as follows:

Receipts

From term bills in the College	\$1074.00
From term bills in the Conservatory	485.75
From term bills in the Academy	226.50
From rental	81.85
From private instruction	185.00
Miscellaneous	3.65
Total	<u>\$2056.75</u>

Expenditures

Direction and teaching (University account)	\$2815.00
Supplies and repairs	220.23
Heat	659.60
Fuel for bath furnace	66.50
Light	136.50
Water	28.70
Janitor and Assistants	252.43
Telephone	21.00
Stationery, printing and postage	32.80
Music	70.15
Grounds	71.70
Apparatus	16.13
Total	<u>\$4390.74</u>

TEACHERS' COURSE IN PHYSICAL TRAINING

Receipts

From sale of supplies	43.70
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Expenditures

Direction and teaching (College account)	\$2713.00
Apparatus	27.85
Use of Golf Grounds	10.00
Music	22.60
Total	<u>\$2773.45</u>

REPORT OF WOMEN'S GYMNASIUM

The women who made use of the Gymnasium during the same year were as follows:

The College—	No. in Cata- logue	No. Using Gym.	In Credit Courses	In Other Classes	Not Taking Class Work
Graduates	11	1	1	..	..
Seniors	121	27	17	8	2
Juniors	131	41	29	10	2
Sophomores	118	36	31	5	..
Freshmen	155	137	125	12	..
Specials	34	14	7	5	2
<hr/>					
Total College . . .	570	256	210	40	6
<hr/>					
The Academy	124	82	..	76	6
The Conservatory	334	106	2	104	..
Art Department	36	3	..	3	..
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Total, all departments	1064	447	212	223	12
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Public schools	26	..	17	9
Kindergarten	37	..	37	..
Private pupils	21	..	21	..
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Grand totals	1064	531	212	298	21

Two hundred and ninety-five new students received physical examinations, and one hundred and twenty old students were re-examined. The figures the previous year were two hundred and ninety-one, and ninety-three.

The number of students in the Teachers' Course in Physical Training was distributed as follows: Seniors, 17; Juniors, 20; Sophomores, 21; Freshmen, 38; Total 96.

The total enrolment for the four preceding years was as follows: 1907-08, 58; 1908-09, 62; 1909-10, 73; 1910-11, 89.

Dr. Hanna returns after a year of rest, travel and study in this country. Miss Tenney leaves after a second year of excellent service as instructor in the department. The requirement of physical training for all Freshmen increased the size of the classes, so that a new section has had to be formed. To take this work and relieve the others in the department of part of their heavy schedules, Miss Mabel Eldred was appointed at the June meeting of the Trustees, as instructor giving part time.

Six lectures on personal hygiene were given during the year to all Freshmen women.

A class was formed for the young women of the Kindergarten Training School and also one for the women residing in Oberlin. A number of High School girls entered the regular classes and used the Gymnasium for basketball practice. Several town's people have attended the Clinic in Medical Gymnastics. Thus the privileges of the Gymnasium have been extended to the community.

The biennial exhibition was given May twenty-fourth on the College Campus. It took the form of a Folk Dance Festival, reproducing dances from many nations in peasant costume. It was not to demonstrate the regular work of the Gymnasium, as folk dancing forms only a small part, but to give an idea of the old dances, the revival and teaching of which has become a great movement in this country for the physical development of girls and women, and to give experience to the Senior and Junior women, who are majoring in Physical Training, in planning and executing similar exhibitions. The proceeds went to the Swimming Pool, for which a small fund had already been accumulated.

A Swimming Pool is now the greatest need of the department. It is well known that swimming is one of the best forms of exercise and that even a small degree of skill gives confidence in case of emergency. Very few women have the opportunity to learn swimming, since convention prevents their using the swimming holes which every boy frequents. It is now demanded of almost every teacher of Physical Training that she be able to teach swimming. In this the graduates of the Teachers' Course in Physical Training have been greatly handicapped. To efficiently prepare them for their profession, it is essential that we have a Swimming Pool for women.

THE GYMNASIUM AND FIELD ASSOCIATION

The Association has had a prosperous year. The second floor of Dickinson House was renovated and the heating system improved. Beside the receptions and teas under the auspices of the Association, the house has been rented for thirty-three private parties.

Tennis, hockey, and basketball have been carried on as usual. A skating contest was held for the first time in four years.

Respectfully submitted,

HELEN F. COCHRAN.

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President:

SIR—Since my last report the College has acquired the following properties in Oberlin: On North Main Street opposite the Campus three lots aggregating 201 60/100 feet frontage, containing four houses; on West Lorain Street, two lots at the corner of Woodland Avenue, 57 75/100 and 82 50/100 feet respectively, also the Marshall property near Cedar Avenue, with a frontage of 66 feet; on Morgan Street, the Shurtleff property with a frontage of 158 feet; and the Johnson property on South Professor Street, having a frontage of 950 feet.

I am sorry to have to report that Keep Cottage was not ready for occupancy at the beginning of the school year. Adverse weather conditions both last Fall and this year, inability to secure enough workmen, and one or two delays in getting material have conspired to prevent its completion. It is hoped that it can be occupied by December 15th. Aside from this delay, the building is entirely satisfactory to the donor, the architect, and the Building Committee.

The Rowley house, adjoining Keep Cottage on the north, which has been unoccupied for several years, has been put into condition to be used as an Annex to Keep Cottage, accomodating a Matron and fourteen girls. Three very good rooms were built in the attic, a room on the second floor fitted up as a toilet room, closets built in several rooms, a thorough renovation given the remaining rooms, and a larger furnace installed, making of this a very attractive house. The cost of alterations and repairs was \$1,377.94, and of furnishings about \$750.

In accordance with the vote of the Board of Trustees, the Johnson property on South Professor Street has been prepared for the use of the Academy. This property consists of about 22 acres of land, only part of which is to be used by the Academy, and contained nine buildings, four of the smaller buildings having since been removed. Four of the others are now occupied by the various departments of the Academy, while the use to be made of the large barn has not been determined.

No small undertaking was entrusted to the Building Committee when it was asked to take four dwelling houses and in the space of a short summer vacation to turn them into school buildings.

By the removal of a number of partitions and the building of eleven new windows, the large house now contains fourteen recitation rooms, three of which on the first floor can be thrown together for social occasions, offices and waiting rooms for the Principal and Dean of Women of the Academy, a rest and consultation room for the women teachers, and two well equipped toilet rooms in the basement. These latter, as well as the changes in the upper floors, made necessary an entire change in the plumbing, including the re-laying of the outside sewer nearly to the street, and a new two-inch water service. Upon the advice of expert heating engineers the old boiler, nearly worn out, together with a large part of the old heating plant, entirely inadequate to the heating of the entire house, were removed, and a new plant, including 800 additional feet of radiation, was installed and connected with the present central heating mains. The Committee was largely influenced in planning this installation by the greatly reduced fire risk.

With the exception of the upper floor, the house was well lighted with gas, but several fixtures had to be removed while others were not well placed for school room use. Rather than patch up the present gas system the Committee decided to install electric lights throughout the entire house, using iron conduit as required by the Ohio Building Code. Again the question of minimizing the danger from fire was considered. Recitation seats for 473 students were provided and 2300 square feet of blackboard surface was placed in the various rooms. The entire interior, with the exception of the front hall, was redecorated, and the exterior of this and the adjoining small house painted. Other small changes too numerous to mention were made.

By the removal of partitions and a considerable enlargement of the rear portion of one of the smaller houses facing on South Professor Street, two laboratory rooms and a recitation room seating 30 pupils, were provided for the Department of Physics on the first floor, and offices for the Secretary of the Academy and stenographer on the second floor. A new steam heating plant replaced the inadequate hot air furnace, which in turn was used in the other smaller house. This latter, with few changes was well adapted to the Department of Botany, occupying the first floor, while three rooms and bath on the second floor comfortably house the student janitors for all the Academy buildings.

The small house, 24 feet square, at the rear of the main building, was found to be in very poor condition, requiring the practical rebuilding of a large portion of the foundation and new concrete basement floor, as also a new furnace chimney. With the

partitions removed and several large windows provided, a fine recitation room, seating 50 pupils is secured, heated by the furnace taken from one of the other small houses.

About 2842 square feet of new stone walk has been laid connecting these buildings and replacing the condemned board-walk in front of the two Laboratory buildings. The Academy flag pole was removed from the College Campus to the Academy grounds. Considerable work has been done on the grounds about the various buildings by removing fences, outbuildings, etc., and filling up the excavations where other buildings stood, but much remains to be done in clearing up and in grading before some parts of this extensive new Campus will come up to the mark set by the fine main building and its immediate surroundings. The total cost of this work, including furnishings and equipment, was \$11,533.87.

The house which was formerly the residence of General Shurtleff was one of those acquired by the College during the past year. It has been used for several years as a boarding house, but had been allowed to run down to such an extent that a thorough overhauling as well as additional toilet room facilities were necessary to make it meet the requirements for a boarding house for girls. The stone walks were also relaid to conform to the new property lines, that part of the original lot facing on Professor Street having been acquired by the Village for Park purposes. The cost of repairs and additions was \$1045.96, and of furnishings about \$1550.

One more effort has been made this year to exclude the water from the basement of Finney Chapel, this time apparently with success. The glazed tile in both cellar drain and sanitary sewer lines for a distance of 25 feet north of the building were replaced with iron pipe having absolutely tight joints and gate valves placed in each line at this point. The roof water drain, an independent system, was also relaid and given a better grade for a considerable distance along the north side of the building. No water, despite the heavy rains this summer, has since found its way into this building, and it is hoped that the coming spring freshets will pass on their way without using this basement as a receiving reservoir.

Partly because of the limitation as to the number of college officers to be accommodated in the proposed Administration Building, offices for the Dean of Women and her Assistant have been provided in Peters Hall in Room 26, next to the women's rest room. A partition through the center divides it into inner and outer offices, from the latter of which a new door opens into

the rest room, which will now be used for a waiting room as well. The cost of these changes was \$161.09.

Until such time as the Administration Building steps from the blue print on to the blue grass, the present office building must be stayed up and used, and only common decency called for fresh paper and paint in all the upstairs rooms and a coat of paint on the outside. Lord Cottage was another building to receive a new coat this year.

Since its removal to North Main Street, to make room for the Men's Building, it has been found impossible to properly heat the Smith house. A new steam heating plant was installed at a cost of \$701.27, and the old furnace transferred to Keep Cottage Annex.

The mansard roof of Council Hall has from year to year been patched and then patched again until this year the conditions were so bad, that extensive repairs were made by the Carey Roofing Company of Cleveland, costing \$180.86. A new covering for this roof must be provided soon.

Stewart Hall was treated very liberally this year in the way of ordinary renewals and repairs. In addition, a porcelain-lined bath tub from the Johnson House replaces the worn-out copper-lined bath tub. A fire menace in the shape of an old barn at the rear of the house was torn down, and a wood and coal shed connected with the kitchen constructed from the salvage.

The only empty store room in the Straus Block was fitted up with new counters and shelving and repainted throughout for a tenant, who took possession at the beginning of the present school year.

The liberality of one of our Trustees has made possible the carrying out of my former recommendation that the trees of the Campus and surrounding grounds be given expert attention. This was especially urgent this year because of the death of eighteen trees during the past severe winter and the unfavorable condition of many others. About \$850.00 has been spent upon this work so far. My experience and observation lead me to believe that, because of the heavy, impenetrable character of our clay soil, the permanent welfare of these trees requires a carefully planned system of underdrainage.

Respectfully submitted,

C. P. DOOLITTLE.

SUPPLEMENTARY REPORTS

NECROLOGY

To the President:

SIR—The following biographical record of deceased graduates of the College includes all cases of death during the year ending August 31, 1912, so far as they have been reported; and also two of earlier date, advice of which came too late for last year's record. The proportion of deaths among graduates of recent years was unusually large. 30 per cent of the number received their degrees subsequent to 1900. The average age at death fell to 59.5. In 1908-09 it was 64; in 1909-10, 60; in 1910-11, 61.8.

The earliest graduate of the College Department now living is Mr. Edmund A. West of Chicago, who is the sole survivor of the class (originally numbering twenty-one), which completed the Classical Course in 1843. Mrs. Susan D. Winchester of Grand Rapids, Michigan, is the last survivor of the class of five women which completed the Literary Course in the same year.

The senior alumnus of the College, in point of years, is Rev. Thomas Holmes, D.D., of Lakemont, N. Y., who graduated from the College in 1847 and from the Seminary in 1850. Dr. Holmes will be 95 years of age, November 24, 1912.

Respectfully submitted,

LUTHER D. HARKNESS.

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NECROLOGICAL RECORD OF ALUMNI

SEPTEMBER 1, 1911—AUGUST 31, 1912

1851

EUNICE WHITNEY DYER-BLACKINTON was born in Saco, Me., June 3, 1818. She began study at Oberlin in 1847, and graduated from the Literary Course in 1851. October 9, 1856, she married Henry A. Blackinton of Boston; and their home was there until his death in 1876. She then made her home in Melrose, Mass., and she died there of arterio-sclerosis October 14, 1911. A son, Frank H. Blackinton of Boston, survives her.

LEONARD FLETCHER PARKER was born in Arcade, N. Y., August 3, 1825. He studied at the Arcade seminary; enrolled at Oberlin in 1846; graduated A.B. in 1851, and remained for two years as a student in the Theological Seminary. He was superintendent of schools at Brownsville, Pa., 1853-56, and at Grinnell, Iowa, 1856-61; principal preparatory department Iowa college 1861-62, and professor of ancient languages in the college 1862-70. During the next seventeen years he was professor of history in Iowa state university. In 1887 he returned to Grinnell as professor of history. In 1898 he resigned his chair and was made professor *emeritus*, but he continued to do service in the college, in the pulpit, and on the lecture platform. Dr. Parker served one hundred days in 1864 as first lieutenant of Company B, 46th Iowa V. I.; was county superintendent of schools two terms, and member of the Iowa legislature during 1868-70. He did much newspaper work both as editor and contributor, and many of his papers and articles were published in pamphlet form. In 1895 he received from Oberlin the degree of D.D. He died of Bright's disease at his home in Grinnell, December 11, 1911.

August 21, 1853, Dr. Parker married Sarah C. Pearse, also a graduate with the Class of 1851. She died June 5, 1900. August 19, 1903, he married Mrs. Nellie G. Clarke, a graduate with the Class of 1869, who survives him. Of his five children only one is living—Mrs. John Campbell of Denver, Colo.

1854

AVERY SKINNER WALKER was born in Union Square, New York, October 15, 1829. He began study at Oberlin in 1850, and graduated A.B. in 1854. He then went to Union Seminary, from which he was graduated in 1857. In June of that year he was ordained to the ministry, and was in active work forty-five years, holding pastorates successively at Lodi, N. J., Rockville, Conn., Dover, N. H., Fairhaven, Mass., Gloversville, N. Y., Spencer, Mass., Canton, N. Y., Needham, Mass., and Henniker, N. H. He received the degree of D.D. from Drury college in 1883.

From 1903 Dr. Walker resided at Wellesley Hills, Mass., without active pastorate, but his services as a pulpit supply were in constant demand, and for ten years he continued to preach in and about Boston. He died suddenly of cerebral hemorrhage at his home in Wellesley Hills, June 7, 1912. August 24, 1857, he married Rosanna Baldwin, who graduated from the College with the Class of 1855. Mrs. Walker and four children survive him.

1855

SMITH NORTON was born in Skowhegan, Me., April 18, 1824. He enrolled in the Preparatory Department at Oberlin in 1851, graduating A.B. in 1855. He was a student at Newton theological seminary 1855-56, but completed his divinity course at Oberlin, and graduated from the Seminary in 1858. He held pastorates at various points in the west during 1859-71; was superintendent of a woman's college, Evanston, Ill., 1871-74; was again in pastoral work in New England 1874-80; was engaged in general missionary work in Dakota from 1881 to 1884, and in pastoral work in Wisconsin during 1884-90. His last charge was at Newfane, Vt., which he resigned in 1899. He made his home in Oberlin during 1900-06, and in Albany Ore., 1906-11. He had been in feeble health for some three years, and in August 1911 he went to the Old People's Home, Sandy Road, Portland, Ore.; and he died there after a brief illness, of heart failure, April 13, 1912.

Mr. Norton was thrice married: May 11, 1859, to Morilla E. Hill; April 18, 1866, to Sarah M. Brace; and in October 1895 to Mary E. Drake, who survives him.

1856

AMELIA SARAH CROSS-WILKINSON was born in Philadelphia, N. Y., February 14, 1834. As a girl she taught country schools in St. Lawrence county, N. Y.; attended Pottsdam academy a year; studied at Oberlin during 1854-6, and taught in vacations. In 1892, having completed the necessary work, she was restored to her class and granted the degree of L.B. as of 1856. June 16, 1856, she married James Wilkinson of Waddington, N. Y. They removed from there to Carlinville, Ill.; and later resided at Rockford, Ill., and Tama, Iowa. From 1875, except during 1889-94 when Mrs. Wilkinson was in Oberlin for the education of her children, their home was at Daytona, Fla., and Mr. Wilkinson died there in 1880. In July of this year Mrs. Wilkinson suffered an attack of pneumonia at Chautauqua, N. Y., which resulted in extreme cardiac weakness. She was anxious to reach her Florida home and the journey was undertaken, but she died on the train just as it reached New York on the morning of August 27, 1912. Of her nine children, four survive her. A brother and a sister graduated here: Rev. R. T. Cross, D.D., '67, and Lucy A. Cross, '62. Another brother, the late Capt. Judson N. Cross, was a student here, 55-61.

1857

CHARLES GOODRICH BISBEE was born in Plainfield, Mass., December 24, 1827. He began study at Oberlin in 1849, and graduated A. B. in 1857, having paid most of his expenses by teaching and other work during vacations. He graduated from the Theological Seminary in 1860, having taken part of his course at Union Seminary. He was pastor at Alpena, Mich., during 1860-65. He then went to Nebraska and engaged in pioneer educational, church, and Sunday-school work. He was at the head of Fontanelle college during 1867-69, and superintendent of public instruction, Washington county, 1869-74. From 1878 his home was on his

fruit farm near Arlington, but for some years he taught school winters. He served as town clerk; as school director; organized and conducted Sunday-schools; and preached for pastorless churches. "For fifty years he has done superior and constructive work in Nebraska." He died at his home of endo-carditis August 17, 1912.

August 23, 1860, Mr. Bisbee married Helen M. Ferris, a graduate at Oberlin in 1859, who, with five children, survives him.

1858

CHARLOTTE MARTHA McCONOUGHNEY-WHITNEY was born in Auburn, O., February 16, 1836. She first began study in Oberlin in 1854; was graduated from the Literary Course in 1858, and during the next seven years was engaged in teaching. December 21, 1865, she married Norman C. Whitney of Oberlin. Their home was here until 1868; at Granville, Ill. during 1868-71; Streator, Ill., 1871-85, and at Anthony, Kas., 1885-1900, and thereafter at Mount Dora, Fla. Mrs. Whitney was more or less an invalid following a nervous breakdown in 1906, and she died at her home in Mount Dora July 20, 1912. Her husband and a daughter, Edna M., survive her.

ADELLA ANNA HALL was born in Penfield, O., April 19, 1840. She began study here in 1852, and was graduated from the Literary Course in 1858. She engaged in teaching in Cleveland, and organized a private school which she conducted successfully for nearly thirty years. She died at the home of a kinsman in Pittsburg, Pa., December 10, 1911.

SARAH ABBIE ATWATER-WORTHING was born in Freedom, O., February 24, 1838. She first enrolled at Oberlin in 1851, and was graduated from the Literary Course in 1858. July 7, 1869, she married George S. Worthing of Anita, Iowa. She at once joined the Congregational church there and for over forty years was one of its most active workers. She died at Anita, after a brief illness of cerebral hemorrhage, January 21, 1912. Her husband and three children survive her.

1859

SARAH FLORELLA COWLES-LITTLE was the daughter of Henry and Alice Welch Cowles,—the former a professor in the Theological Seminary during 1835-48 and 1869-78; the latter principal of the Women's Department during 1836-40;—and she was born in Oberlin March 6, 1838. She first enrolled in the Preparatory Department in 1849, and was graduated A. B. in 1859, having meantime spent some time in teaching, and was granted the degree of A.M. in 1862. She taught one year (1860-61) in the Columbus, O., grammar school; then two years in the Wisconsin school for the blind at Janesville, when she married (July 14, 1862) Thos. H. Little, superintendent of the institution. She continued to teach in the school at intervals until his death, February 4, 1875, when she succeeded him as superintendent, and held the position seventeen years. From 1891 she resided in Oberlin. She was super-

intendent of Tank missionary home three years, when increasing lameness obliged her to resign, but she retained active connection with the affairs of the Home, as well as a helpful interest in church, missionary, and community affairs.

Mrs. Little was a leader in the founding of the Janesville public library; was treasurer of the Ohio Branch W. B. M. I. from 1892 until her death; and member of the executive board of the Oberlin College Living Endowment Union from its organization in 1900. She died of arterio-sclerosis at her home in Oberlin January 16, 1912.

Mrs. Little is survived by her brother, J. G. W. Cowles of Cleveland, of the Class of 1856, and one of the Trustees of the College since 1874, and by four daughters, three of whom are graduates of Oberlin: Alice C. ('88); Mrs. D. B. Simpson ('92); Mrs. Frank B. Jackson ('93); and Miss Elizabeth H., a student here for a time.

URSULA WALES-MATTER was born in Augusta, N. Y., February 4, 1831. Her family removed to Wisconsin in 1836, and she came to Oberlin as a student in 1857, graduating from the Literary Course in 1859. March 2, 1860, she married Conrad Matter, also a graduate with the Class of 1859; and they remained in Oberlin until Mr. Matter's graduation from the Seminary in 1862. From 1865 their home was in Brodhead, Wis., and Mr. Matter died there February 18, 1896. Until her health failed, Mrs. Matter was an active church worker, and leader in the W. C. T. U.; was for many years Wisconsin state secretary of the W. H. M. U.; and member of the city board of education. She died after a long illness at her home in Brodhead June 20, 1912. Three children survive her, all graduates at Oberlin: Elmer W. in '82; Mary R. in '84; and Samuel W. in '89.

1860

ISAAC ALLEN was born in Bristol, England, June 29, 1831. He learned the trades of clock maker and brass finisher in Bristol, and worked at clock making in this country until he came to Oberlin in 1854. He was a student here until 1862, teaching country schools summers. He graduated A.B. from the College in 1860, and completed the Seminary course in 1862. He took an active part in the anti-slavery agitation. He made a first-hand study of the "institution" in the South, in the character of a "traveling Englishman," and later, when his means gave out, as an itinerant clock tinker; and an essay of his on "The Abolition of Slavery" attracted wide attention and won a prize,—(for which there were many competitors)—offered by the Boston Anti-Slavery society.

In 1863 Mr. Allen returned to England, and went out as a missionary to India under the auspices of the Baptist Missionary society of London; and he was in active service in Bengal until invalided to England in 1885. He returned to India twice, and did not finally close his work there until 1897. He then made his home in Bristol, but for some years he traveled quite extensively. He spent several weeks in Oberlin in 1898. During the past ten years Mr. Allen has suffered much from illness, and the end came at Bristol October 4, 1911. April 10, 1865, he married Hannah Robinson, who died about eighteen years ago.

LOUISE MARIA FITCH-ATKINSON was born in Cleves, O., November 10, 1841. Her father, James M. Fitch, was a member of the first class enrolled in the institution. In later years he was the publisher of the *Oberlin Evangelist*, and he took a prominent part in Oberlin church and community life. Miss Fitch began study here in 1854, and was graduated from the Literary Course in 1860. April 18, 1867, she married James F. Atkinson of Appleton, Wis. They resided there until 1882, when they removed to Chicago, and from thence, in 1886, to Brooklyn, N. Y., which became their permanent home.

In Appleton Mrs. Atkinson began those activities in church and philanthropic work (more often than not she was the organizer and moving spirit), which she kept up throughout her life: Sunday-schools, "her father's chosen sphere," missions, aid societies, free kindergartens, reading clubs; but "she was most alive to all those interests which affected young people, fortunate or unfortunate." She died of pneumonia at Lake Copake, N. Y., where she was spending the summer, August 25, 1911. She is survived by her husband; by four children, Miss Louise S., Wm. Fitch, Mrs. Alfred Hinrichs, Mrs. Gordon W. Colton; and by a sister, Miss Anna E. Fitch, who graduated with the Class of 1871.

1861

ELIZABETH CELESTINA POMEROY-DAY was born in Strongsville, O., November 29, 1840. She enrolled in the Preparatory Department at Oberlin in 1857, and was graduated from the Literary Course in 1861. May 5, 1862, she married Henry K. Day, a manufacturer of Elyria, also a graduate with the Class of 1861. They made Elyria their permanent home.

In April, 1906, Mrs. Day suffered an attack of apoplexy, from which she never fully recovered. Her death came suddenly, caused by heart failure, December 23, 1911. She is survived by her husband, and a daughter, Alice Elizabeth, who graduated at Oberlin in 1906.

LUCY KELLOGG FAIRCHILD-KENASTON was the eldest daughter of President James H. Fairchild, and she was born in Oberlin November 3, 1842. She studied in the Oberlin union school; entered the Preparatory Department of the College in 1856, and graduated from the Classical course in 1861. March 6, 1862, she married Carlos A. Kenaston, also a graduate with the Class of 1861. He was then instructor in the college at Lansing, Mich. They resided successively in Lansing, Mich., Decatur, O., Pittsburg, Pa., Ripon, Wis., Washington, D. C., and Salt Lake City, where Professor Kenaston was engaged in teaching. From 1897 their home was in Oberlin, and the Professor died here November 19, 1905.

Mrs. Kenaston died in the old Fairchild homestead, 87 Elm Street, after an illness of several weeks, of cerebral hemorrhage, July 16, 1912. She is survived by a brother, James T. Fairchild, a graduate at Oberlin in 1883, now treasurer of Fisk university; and an adopted daughter, Mrs. Charles D. Chandler of Allegan, Mich.

1862

ISAAC FOSTER MACK was born in Greece, N. Y., August 1, 1837. In 1848 his family removed to Decatur, Wis. He attended common schools there; was a student three years in Beloit College; was enrolled at Oberlin during 1857-61, earning his expenses by teaching and farm work in vacations. In April 1861, he went into the army as corporal of Oberlin's Company C, Seventh O. V. I.; was taken prisoner after the battle of Cross Lanes in August, 1861, and was held in various southern prisons about a year. At the close of the war he returned to Oberlin and was granted the degree of A.B. as of the Class of 1862. He studied law; was admitted to the Wisconsin bar; practiced for a time at Brodhead, and later engaged in newspaper work there. In 1868 he went to Washington as correspondent of several Chicago papers. In 1869 he acquired an interest in the Sandusky, O., Register; he soon became its sole owner, and was its editor and publisher forty years. Mr. Mack was prominent in the councils of the Republican party of the state, and was on terms of intimacy with many national political leaders. He was regarded as an authority on all matters relating to the tariff, and many of his writings on this and other subjects were reprinted in pamphlet form. In April 1909, he retired from editorial work, and was succeeded by his brother, John T. Mack, of the Class of 1870. While in Cleveland for the day, April 18, 1912, he was stricken with apoplexy, and survived only a few moments.

Mr. Mack was president of the Ohio Soldiers' Home 1886-91; commander of the Ohio department of the G. A. R. 1892-93; trustee Ohio Epileptic Hospital 1897-01; was one of the founders of the Western associated press; and was president of the Associated Press 1885-91. October 12, 1864, he married Mary L. Foote of Wellington, O. He is survived by Mrs. Mack, a son, Charles, of Chicago, and a daughter, Mrs. Cora M. Robinson of Springfield, Mass.

1863

ELLIOTT FINLEY GRABILL was born in Millsboro, Pa., June 16, 1837. He enrolled at Oberlin in 1857, and was a student here until April, 1861, when he enlisted in Company C (made up almost entirely of Oberlin students) Seventh O. V. I., and was in service until the close of the war. In November 1863 he was commissioned first lieutenant of the Fifth regiment, U. S. C. T.; was promoted to captain, and later breveted major for "gallantry in action." On his return from the army in 1865, Oberlin gave him the degree of A.B. as of the Class of 1863. In 1870 he received from the College the degree of A.M.

In February 1865, Major Grabill purchased the Greenville, Mich., *Independent*, and was its editor and publisher 46 years. He was postmaster of Greenville two terms; for many years a city alderman; corporate member of the American Board; was prominent in local and state-wide church and mission activities, and in his paper vigorously opposed the liquor traffic in all its phases. He died of paralysis at his home in Greenville, April 4, 1912.

March 8, 1865, he married Anna Sutton Jenny, a graduate with the Class of 1862. She survives him, as do two sons, one of whom, Ethelbert V. Grabill, a lawyer of Boston, graduated at Oberlin in 1896.

1865

FRANCES JOSEPHINE NORRIS was born a slave in Rome, Ga., July 4, 1838. Her father provided for her elementary schooling and for her coming to Oberlin in 1859. The civil war, while it set her free, threw her upon her own resources, but she succeeded in completing her college work, and was graduated from the Classical Course in 1865. For a time she was engaged in teaching in Atlanta, Ga. She then went into business with a small fortune left her by her father, and until her health failed she succeeded well as a real-estate dealer and caterer. She cared for a younger sister, and for her aged mother until the latter's death in 1891. Miss Norris's health had been failing steadily for about two years, and she died of cerebral atheroma at 28 Walnut Street, Atlanta, June 28, 1912.

AUREILIA HANNAH CHAPMAN-PARTRIDGE was born in Madison, O., November 8, 1836. She came to Oberlin from Monroe, O., in 1856, and was a student in the College one year. She was preceptress of Kingsville, O., Academy during 1860-2 and part of 1865-6. She then returned to Oberlin, and was graduated from the College Literary Course with the Class of 1865. October 30, 1866, she married Dr. Joel M. Partridge of the College Class of 1864. From 1868 their home was in South Bend, Ind., and Dr. Partridge died there September 30, 1910.

Mrs. Partridge's health had been gradually failing for some years, and she died July 2, 1912. Six children survive her, five of whom graduated at Oberlin,—Mrs. Emory L. Dial, '88. Mrs. Benjamin A. Dean, '90, Mrs. Louis E. Lord, '99, William H., '94, and M. Charlotte, '97. Another daughter, Mrs. C. C. Callahan, was a student here during 1897-'00.

SARAH EUGENIE FURNAS-WELLS was born in Troy, O., December 10, 1834. She came to Oberlin in 1862, graduating from the Literary Course in 1865. In 1869 she graduated from the New York Medical College for Women, and was a professor there during the next three years.

Dr. Wells was an extensive traveler in Europe and the far East. She did graduate work in medicine at the University of Vienna and other foreign schools, and she practiced her profession among the secluded oriental women of Turkey and India. She organized the Women's Medical College and Hospital of San Francisco; lectured upon her travels and upon medical subjects; was a newspaper correspondent; and the author of two books of travel. October 23, 1873, she married Dr. Rufus G. Wells, who died two years ago. From 1894 her home was in St. Louis, Mo., and she died of paralysis in the Mayfield sanitarium there August 22, 1912.

1868

OTIS COE JOHNSON was born in Kishwaukee, Ill., September 11, 1839. Save for a year's absence, he was a student at Oberlin from 1862 to 1868, when he was graduated A.B. He taught school one year, and then entered the University of Michigan for a two year's course in pharmacy; was graduated Ph.C. in 1871, and appointed assistant in the chemical laboratory of that institution. Four years later he became instructor in qualitative analysis; then professor of applied chemistry; and for some years—until his resignation October 1, 1911,—he held the chair of qualitative analysis. He died at his home in Ann Arbor of septicemia, after an illness of three weeks, June 6, 1912.

Professor Johnson was joint author of a text-book on "Qualitative Analysis" (1887) which ran to five editions, and also of a pamphlet on "Analytical Equations" (1906). He is survived by Mrs. Johnson, formerly Katharine Crane, whom he married July 18, 1878, and by a son, Laurence C.

1869

CHARLES FINNEY COX was born on Staten Island, N. Y., January 16, 1846. He enrolled at Oberlin in 1865 with the Class of 1869, but ill health compelled him to abandon study in the spring of 1867, and he returned to Staten Island. He was subsequently restored to his class and received the degree of A.B. "as of 1869," and the honorary degree of A.M. When his health was restored Mr. Cox entered a banking house as cashier, and he was in the banking and brokerage business in New York during 1867-75 and 1882-85, and in various railroad offices, 1875-82. From 1885 he was connected with the Vanderbilt lines; became director of fifteen of them, and of many other corporations as well, and treasurer of all N. Y. Central lines west of Buffalo.

Mr. Cox had also a wide range of "outside" interests. He was prominent in Y. M. C. A. work from 1867, when he assisted in founding the Staten Island society, and he was closely identified with various organizations doing charitable and philanthropic work. He was one of the builders of the New York Charitable Organization society; he served on its leading committees, and the successful working of its many activities—notably the Provident Loan society,—was largely due to his genius for organization and the conduct of practical affairs. He was also active in scientific work. He made researches in microscopical botany and zoölogy; he contributed many articles to the scientific magazines, and published in 1889 "Protoplasm and Life"; was a fellow of the Microscopical society of London and other learned bodies; was president of the New York Microscopical society, and of the Scientific Alliance; treasurer of the New York Academy of Science, and of the Botanical Gardens. In 1889 he received the degree of A.M. from Oberlin, and from 1893 he was a Trustee of the institution. In 1911 Lafayette college gave him the degree of LL.D.

In 1878 Mr. Cox removed to New York city, and he resided there until 1911, when for reasons of health he made his home at Yonkers; and he died there of pneumonia January 24, 1912.

April 30, 1878, Mr. Cox married Mrs. Helen Middlebrook Fake, who with one daughter, Mrs. Edwin Brown Jenks, survives him. The late Gen. Jacob D. Cox of the Class of '51, and Kenyon Cox of Long Beach, Cal., a student at Oberlin 1846-49, were his brothers.

1872

JOHN MORGAN CUMINGS was born in South Amherst, O., November 21, 1848. He took part of his college course at Tabor, Iowa; entered Sophomore at Oberlin in 1870, graduating from the College with the Class of 1872, and from the Seminary in 1876, having dropped his studies during parts of 1872-74, and engaged in teaching. He was ordained at Exira, Iowa, in 1877, and held pastorates successively at Exira, Anita, Dunlap, Baxter, Denmark (where he remained ten years); and at Farragut from 1910 until his death. He died, following an operation for intestinal obstruction, June 8, 1912. December 25, 1875, he married Carrie E. Briggs, who with a daughter, survives him.

THOMAS ALONZO HALL was born in Richmond, Vt., December 24, 1849. In 1861 his family located near Oberlin. He studied in the public schools; entered the Preparatory Department of the College in 1865, and graduated A.B. in 1872, having meantime done some teaching in country schools, and acted as town school superintendent one year. He had also assisted in the Preparatory Department; and he taught there, and studied in the Theological Seminary during 1872-73. He enrolled in the Union seminary in 1873, but for reasons of health soon dropped study and entered the employ of a marble company. He was its agent in Boston during 1877-81, and in Chicago from 1881 to 1886. During the next two years he was manager of a mine in New Mexico; but from 1890 he was engaged in the real estate business in Chicago, and for many years was manager of large central buildings.

Mr. Hall helped organize the Woodlawn Presbyterian Church; was one of its officers for three years; he taught a young men's Bible class; was actively interested in missions, and an aggressive opponent of the local liquor interests. In October 1909 he was struck by an automobile, causing injuries from which he never recovered; and he died, following an operation, from which it was hoped he would receive a measure of relief, September 20, 1911.

October 2, 1889, Mr. Hall married Winifred M. Long, who with four children survives him. Two brothers graduated here:—the late Russell T. of the Class of 1865, and Professor Lyman B., of Oberlin College, who also graduated in 1872.

1873

MARY ELIZABETH KELLEY-NORTON was born in Hubbard, O., April 4, 1845. She came to Oberlin in 1868, and was graduated from the Literary Course in 1873. In 1874 she went out to India, and on her arrival there was married, November 24, to Rev. Albert B. Norton, an independent missionary at Ellichpur; and she was actively associated with him in missionary and charitable work among the

native peoples until her death. From 1899 their station was at Dhond, where they established an orphanage (now the "Boys' Christian Home") and collected and cared for, in the famine year of 1900, some eight hundred orphan and destitute boys. Mrs. Norton died at Dhond October 21, 1911.

1875

WILLIAM HUNTINGTON TIBBALS was born in Union, N. J., December 22, 1848. He began study at Oberlin in 1868 and graduated A.B. 1875. The next ten years (except during a year's study—1876-77—in Oberlin Seminary) he was engaged in the work of instruction and supervision in village, city, and advanced schools in Ohio, Michigan, and Minnesota. From 1886 to 1892 he was professor at Parkville, Mo., college; pastor at Ogden, Utah, 1893-94, and professor in Salt Lake college 1894-97. In 1889 Gale college gave him the degree of Ph.D. for special work in psychology. He did some literary work for the magazines, and several of his lectures on American literature and free trade were issued in pamphlet form.

From 1897 Mr. Tibbals was engaged in mining and brokerage in Salt Lake City; and he died there, as the result of an automobile accident, December 22, 1911. July 24, 1877, he married Helen M. Guild, who survives him, with two children, Mildred M., a professor in Knox college, and William H., who graduated at Oberlin in 1910.

1876

DAN M. RICHARDS was born in Hinckley, O., September 10, 1852. He enrolled at Oberlin in 1869, and was graduated in 1876. He taught school until 1881; was engaged in business at various points in Iowa and Kansas from 1882 until 1893; principal public schools of Gallup, N. Mex., 1893-01; principal preparatory department New Mexico College of Agriculture 1901-06; professor of history University of New Mexico, Albuquerque, 1906-11; and for a time principal of city schools of Clayton, Nev. During the last eighteen months of his life he was engaged in business in Albuquerque; and he died there from accidental poisoning March 9, 1912. Professor Richards was regarded as a leading authority in the matter of public school lands, and published a number of bulletins on the subject. September 30, 1886, he married Flora E. Cottrell, who survives him.

1880

GEORGE LEWIS NICHOLS was born in Columbia, O., June 20, 1857. He began study at Oberlin in 1876, graduating A.B. in 1880. During the next year he was assistant principal of Elkhart, Ind., high school, and served for a time as superintendent of Kelley Island, O., public schools. He studied law meantime, and was admitted to the bar in 1885. After a brief residence in Grand Island, Neb., he returned to Oberlin, where he practiced law and served as justice of the peace. From 1896 his home was in the state of Washington, where he was actively engaged in the lumber business until his death. He died of septicemia in St. Joseph's hospital, Aberdeen, Wash., June 21, 1912. September 19, 1888, he married Mary C. Hurford, who died in June, 1902. A son and a daughter survive him.

1885

FLORA BRIDGES was born in Salisbury, Ill., February 8, 1859. She prepared for college at Mattoon, Ill.; was a student at Butler university; enrolled at Oberlin in 1884; completed the Literary Course in 1885, and received the degree of A.B. and A.M. in 1887 and 1888 respectively. She taught Greek at Mt. Holyoke a year, but having received a fellowship from Oberlin, she went abroad in 1889, and spent a year at the University of Zurich; and some of the results of her research work there were given in articles published in the *Popular Science Monthly*. She taught another year at Mt. Holyoke; she held the position of Dean of Women at Olivet college and Yankton university; she was professor of Greek at Butler university; a student at the University of Chicago, and was instructor in the Oberlin summer school one session. During 1904-05 she was secretary to President King. She then went to Mt. Holyoke as instructor in English, continuing the work there until April, 1912, when she was stricken by severe illness; and she died at the home of her friend, Miss Clara F. Stevens, South Hadley, June 13, 1912.

1892

CHARLES ALBERT SQUIRE was born near Elyria, O., October 7, 1869. He enrolled in the Preparatory Department of the College in 1888, and was graduated Ph.B. in 1892. After a year's study in a law office in Oberlin, he entered Kent college of law, Chicago, in September, 1894, and graduated LL.B. in 1895. He followed the practice of law in Chicago until 1902, but thereafter was engaged in business.

Mr. Squire had been a sufferer from nervous trouble for some years; tuberculosis developed in March last; and he died at his home in Chicago July 26, 1912. January 5, 1898, he married Margaret B. Schick, who, with a daughter, survives him.

1893

LUCILE ALMIRA SMITH-MORRIS was born in Oneida, Ill., July 9, 1869. She began study in the Conservatory of Music in 1889; was graduated in 1893, and received the degree of Mus.B., in 1906. She studied piano in Chicago during 1893-4; and was principal of the piano department, Mt. Carroll, Ill., seminary, 1894-6. During the next ten years her home was in New York, where she was engaged in studying and teaching piano, and concert playing.

August 20, 1899, she married Dr. Fred W. Morris of Kirksville, Mo. In 1910 they removed to Paterson, N. J.; and she died there of progressive bulbar paralysis, the result of a nervous breakdown, June 27, 1911.

1894

GEORGE SPITTEL EVANS was born in Bedfordshire, England, June 3, 1869. He came to this country from London in 1889, and was for a time minister of the church at Black Creek, N. Y. In 1892 he entered Oberlin with the degree of Ph.B. (1891) from Taylor University (Ind.), and enrolled in the English Department of the Theological Seminary, from which he was graduated in 1894. In

May of that year he was ordained Congregational minister at Lake Benton, Minn., and he preached there one year. Pastorates followed at Hudson and Centerville, S. D., and from 1905 until 1909 at Canton, S. D., where he united two churches and left the people with a new church building in place of two old ones. Broken health made a year's rest necessary, but in April, 1910, he accepted a call to Rock Rapids, Iowa, and was in charge there until his death. He died of endo-carditis April 23, 1912. June 27, 1885, he married Emma Newton of London, England, who survives him.

1903

HARRY EDMUND GILES was born in Waterman, Ill., September 25, 1879. He studied in the Academy during 1894-97; completed the College course in 1903, having in the meantime served two years (1900-02) as superintendent of the Strongsville, O., public schools. He was principal of the Kenton, O., high school during 1903-06, and of Kewanee, Ill., high school during the following year. He then went to Hinsdale, Ill., as superintendent, and in his four years of service raised the school system to a high degree of efficiency. For many months before he gave up the work (in April, 1911) he had been suffering from a difficulty (a brain tumor, as the event proved) which resulted in a long, painful illness, culminating in paralysis. From May, 1911, he was at the home of his mother, Mrs. C. F. Giles, in Oberlin; and died there April 11, 1912. December 23, 1900, Mr. Giles married Anna F. Cherry, who with a son, Hermann H., survives him. Mr. Giles had in preparation a text-book on Pedagogy, for which he had made extensive research.

1904

FLORENCE SARAH FISHER-BATES was born in Bay City, Mich., July 9, 1881. She prepared for college in the public schools there; graduated A.B. from the University of Michigan in 1902, and in August of that year married Ernest S. Bates, Ph.D. In the autumn of 1903, they came to Oberlin, Dr. Bates having been appointed instructor in English composition in the College; and Mrs. Bates was assistant in Sophomore composition during his term of service (1903-05). She also did graduate work in the College, for which she was granted the Master's Degree in 1904. In 1906, after a year's graduate study at Columbia University, she received a like degree from that institution.

While engaged in further study at Columbia in 1908, Mrs. Bates suffered an illness; tubercular symptoms were discovered; and with the hope that a change of climate would benefit her, they made their home in Tucson, Ariz., where Dr. Bates went into the University as Professor of English. During her four years of invalidism she continued her studies and literary work to some extent. The end came suddenly at Oracle, in the mountains near Tucson, June 12, 1912.

WINIFRED VANDEREN BLYTHE was born in Nora Springs, Iowa, July 30, 1883. He entered senior year in the college in 1903, graduated in 1904, and remained a year for graduate work in French and Chemistry. He then entered Western Reserve medical school,

graduating M.D. in 1909. He made his home at East Youngstown, O., and was engaged in medical practice there until his last illness. He died of pneumonia at the Youngstown City hospital March 8, 1912.

ABBIE JEAN COTANCHE-DEWEY was born in Brushville, Wis., September 22, 1865. She began study in the Academy in 1896, and was graduated A.B. in 1904. From September, 1904, she was assistant principal of the high schools at Clinto'sville, Wis., until her marriage December 2, 1908, to Judge Fred S. Dewey of Mott, N. Dak. Mrs. Dewey was a prominent church and social worker, and, in her Dakota home, was especially active in charitable and philanthropic undertakings. She died of cancer in St. Mary's hospital, Oshkosh, Wis., December 19, 1911.

MABEL HALE was born in Glenwood, Mo., March 17, 1877. She was a student in the Conservatory during 1898-00 and 1902-04, and was graduated Mus.B., in 1904. She at once accepted an appointment as teacher of piano in Stephens college, Columbia, Mo., and was made head of the department, holding the position until 1910, when she went to Germany for a year's study. She died of a cancerous affection at the family home in Hamilton, Mo., February 15, 1912.

SAMUEL CAMPBELL HOTCHKISS was born in Sylvania, O., January 23, 1880. He prepared for college in Sylvania high school and Michigan state normal; entered Freshman at Oberlin in 1900, graduating A.B. in 1904. He then took a course in the Western Reserve medical school, doing social settlement work (in vacations) and leading a church choir meantime, graduating M.D. in 1907. After a year's service as interne in the Lakeside hospital, Cleveland, he was appointed assistant surgeon in the U. S. public health and marine hospital service, and assigned to duty in the U. S. marine hospital at San Francisco. In 1910 he was on duty six months on the U. S. marine cutter "Bear" in arctic waters, and was then transferred to the Hygiene Laboratory at Washington. In 1911 he was sent to Colorado for research work as to the sanitary condition and diseases of miners of coal and metal. He was engaged upon this inquiry, and a special report thereon, for nearly fourteen months, practically without rest. The result was a nervous breakdown and acute melancholia—"deranged by overwork" so his colleagues said—and he took his own life August 6, 1912.

1905

CLARIBEL AMENT LEGGAT-COUSE was born in Butte, Mont., August 23, 1883. She prepared for college in Owosso, Mich., high school; enrolled at Oberlin in 1901, graduating A.B. in 1905. She taught the following year in Columbus, O.; was a student in Oberlin Conservatory 1906-07; teacher in Oberlin public schools, 1907-08; and traveled in Europe during part of the following year. From July, 1908, her home was with her brother in Butte until her marriage, June 6, 1910, to MacLane B. Couse of that city. She died in Butte, after an illness of eight weeks, of heart failure, June 22, 1912.

1906

FRED BLANFORD ANDERSON was born in Sedgwick, Me., August 29, 1875. He began study at Oberlin in 1901, graduating A.B. in 1906. He engaged in teaching in the Rogers, Ark., academy, where he remained something over two years, when a tubercular difficulty compelled him to give up his work there, and he sought relief in outdoor occupations in Colorado. He went first to Greeley, and later to Fort Collins, where he died July 7, 1912. He leaves a widow, formerly Miss Lena P. Kennedy of Oberlin, whom he married August 7, 1907.

DAVID FISHER NYE was the son of Hon. D. J. Nye of the Class of 1871, and he was born in Elyria, O., October 27, 1882. He prepared for college in Elyria high school; enrolled at Oberlin in 1902, and graduated A.B. in 1906, having served as president of his class, editor of the *Oberlin Review*, and of the Hi-O-Hi. During the next three years he studied law both in his father's office and in Western Reserve law school, receiving the degree of Master of Laws from that institution in June, 1909; and in October following he formed a law partnership with his father. He died of chronic endo-carditis at his home in Elyria June 23, 1912.

October 25, 1911, Mr. Nye married Miss May L. Canfield of the Class of 1905. A brother, Horace H., graduated from the college in 1908.

1908

JOHN ALEXANDER STEELE was born in Oberlin July 7, 1882. He first enrolled in the Academy in 1897, but his studies were much interrupted by ill health. He graduated A.B. in 1908, having served as assistant in mathematics in the Academy during the last two years of his course. He at once took up an appointment as teacher of surveying to a summer school class of Harvard students, but his health broke down in August. It was found that he was suffering from tuberculosis. He was very ill for six months at Saranac Lake, but recovered in a measure and spent a year in Canada, where he seemed much better. But the gain proved to be only temporary. The last seventeen months of his life were passed at Asheville, N. C., and he died there February 12, 1912.

1910

FRANK OSCAR BALDWIN was born in Brownhelm, O., March 12, 1871. He studied at Oberlin during the 1902, 1908, 1910 and 1911 sessions of the Summer School, and was graduated A.B. as of the Class of 1910. He had received the degrees of Ph.B. from Tri-State College, Indiana, S.B., Ph.B., and A.M. from Baldwin University, and M.C.S. from Ohio Northern University.

From 1902 Mr. Baldwin was engaged in public school work, devoting most of his vacations to graduate study. He held the principalships of high schools, and was successively superintendent of public schools at Louisville, Brunswick, and Bristolville, O. In the autumn of 1911 he enrolled in the graduate school of the University of Chicago, intending to remain until August, but he died, after a week's illness, of strangulated hernia, in the Washington Park hospital there, March 12, 1912.

FAITH WILLIAMS SMITH was born in New Britain, Conn., March 25, 1888. She prepared for college in New Britain high school; entered Freshman at Oberlin in 1906, and was graduated A.B., with Phi Beta Kappa honors, in 1910. She remained at her home in Berlin, Conn., until September, 1911, when she began teaching at Princeton, Mass., but failing health obliged her to give up her work and return home in May, 1912, and she died there of endo-carditis, with complications, July 26, 1912.

WILBUR WRIGHT, who received the honorary degree of LL.D. from Oberlin 1910, was born near Millville, Ind., April 16, 1867. The family removed to Dayton, O., where he attended high school, but a heart difficulty compelled him to drop his studies and abandon his purpose of pursuing a college course. With his brother Orville he first engaged in the printing business, and they published a small paper. Later they went into the manufacture of bicycles. Meantime they were studying aviation, and quietly experimenting with apparatus of their own make. They made extensive research; they studied all available literature on the subject; they attacked and solved the problems by scientific methods, and finally put a machine into the air that marked a revolution in aerial navigation, gave them world-wide repute, and brought them high honors, not only in their own country but from government officials and others of high distinction in foreign countries,—as well as financial success.

Mr. Wright was attacked by typhoid fever in the first days of May, 1912, and he died at his home in Dayton on the 30th. Remarkable tributes were paid by the home and foreign press. "It was he who showed mankind how to fly," said the *Paris Temps*, . . . "the first and greatest of all aeroplane pilots."

Mr. Wright's brother, Orville, also received the degree of LL.D. from the College in 1910; and his sister, Katherine Wright, graduated here A.B. in 1898.

STATISTICS OF INSTRUCTION AND ATTENDANCE

Year of 1911-12

The schedule numbers in the following tables refer in general to the courses as described in the general catalogue for 1911-12 (Bulletin No. 75).

In science courses, the hours of instruction spent by the teacher in Laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular instruction.

Discussion of the statistics in the following sections will be found in the report of the Dean of the College of Arts and Sciences, pages 185-191.

I. THE COLLEGE OF ARTS AND SCIENCES

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Archaeology and Art				
Professor MARTIN				
1. History of Ancient Art (credit: 1 hour)	I	.	4	10
1. History of Ancient Art (credit: 2 hours) ..	I	2	6	21
2. History of Ancient Art (credit: 1 hour) ..	II	.	4	10
2. History of Ancient Art (credit: 2 hours) ..	II	2	5	22
3. History of Art in Italy (credit: 1 hour) ..	I	.	5	14
3. History of Art in Italy (credit: 2 hours) ..	I	2	21	34
4. History of Art in Italy (credit: 1 hour) ..	II	.	4	22
4. History of Art in Italy (credit: 2 hours) ..	II	2	15	27
Dr. ARMSTRONG				
12. Private Life of the Romans....	II	2	5	31

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Astronomy				
Associate Professor MOORE				
1. Astronomy (credit: 3 hours) ..	I	L 1,R 3	5	3
2. Astronomy (credit: 3 hours) ..	II	L 1,R 3	3	3
Bible				
Professor HUTCHINS				
1. Freshman Bible, required	I	2	159	0
2. Old Testament a	II	2	120	0
Professor FITCH				
1. Freshman Bible, required	I	2	0	175
2. Old Testament a	II	2	0	63
9. New Testament Introduction ..	I	2	1	6
10. New Testament Introduction ..	II	2	0	4
President KING				
11. Senior Bible, required	I	2	82	121
12. Senior Bible, required	II	2	19	36
Bibliography				
Professor ROOT				
3. History of the Printed Book ..	I	2	3	12
Botany				
Professor GROVER				
3. Organic Evolution (credit: 3 hours)	I	R 3	19	29
10. Classification of Flowering Plants and Ferns (credit: 3 hours)	II	L 3,R 1	1	1
Professor GROVER				
Associate Professor NICHOLS				
1. General Botany (credit: 4 hours)	I	L 16,R 2	8	16
4. Elementary Botany (credit: 4 hours)	II	L 12,R 2	9	3
11. Classification of the Algae, Fungi, and Mosses, (credit: 3 hours)	I	L 4	1	0
15. Research (credit: 2 hours) ..	I	L 1	1	0
16. Research (credit: 2 hours) ..	II	L 1	1	0
Professor GROVER				
Mr. McDANIELS				
8. Dendrology (credit: 2 hours) ..	II	L 19,R 2	36	49
Associate Professor NICHOLS				
2. General Botany (credit: 4 hours)	II	L 15,R 2	6	15

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
5. Methods in Plant Cytology and Laboratory Technique (credit: 5 hours)	I	L 6,R 1	2	3
Chemistry				
Professor JEWETT				
Associate Professor CHAPIN				
Associate Professor McCULLOUGH				
Mr. L. T. ANDEREGG				
1. General Inorganic Chemistry (2 sec.) (credit: 4 hours) ..	I	L 55,R 10	83	96
2. General Inorganic Chemistry (2 sec.) (credit: 4 hours) ..	II	L 39,R 10	73	83
Professor JEWETT				
Associate Professor CHAPIN				
Associate Professor McCULLOUGH				
11. Advanced Analytical Chemistry (credit: 5 hours) ..	I	L 2	1	0
12. Advanced Analytical Chemistry (credit: 4 hours) ..	II	L 2	2	1
13. Advanced Chemistry for Grad- uate Students (credit: 2 hours) ..	I	L 2	0	1
Professor JEWETT				
Associate Professor CHAPIN				
10. Organic Chemistry (credit: 5 hours) ..	II	L 12,R 3	9	2
Associate Professor CHAPIN				
3. Qualitative Chemistry (credit: 5 hours) ..	I	L 28,R 2	25	4
4. Quantitative Analysis (credit: 5 hours) ..	II	L 24,R 1	13	1
Associate Professor McCULLOUGH				
7. Electro-chemistry (credit: 3 hours) ..	I	L 6,R 1	4	1
8. Electro-chemistry (credit: 3 hours) ..	II	L 2,R 1	4	1
Drawing, Painting, and Design				
Associate Professor OAKES				
1. Free Hand Drawing (credit: 1 hour) ..	I	L 3	2	10
1. Free Hand Drawing (credit: 2 hours) ..	I	L 3	3	3
1. Free Hand Drawing (credit: 3 hours) ..	I	L 1	1	1

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
2. Free Hand Drawing (credit 1 hour)	II	L 3	3	12
2. Free Hand Drawing (credit 2 hours)	II	L 3	2	3
2. Free Hand Drawing (credit 3 hours)	II	L 1	1	0
3. Free Hand Drawing, advanced (credit: 1 hour)	I	L 1	1	2
3. Free Hand Drawing, advanced (credit: 2 hours)	I	L 1	1	3
4. Free Hand Drawing, advanced (credit: 1 hour)	II	L 1	1	8
4. Free Hand Drawing, advanced (credit: 2 hours)	II	L 1	1	4
4. Free Hand Drawing, advanced (credit: 3 hours)	II	L 1	0	1
7. Water Color Painting (credit: 2 hours)	I	L 1	0	2
8. Water Color Painting (credit: 1 hour)	II	L 1	0	1
8. Water Color Painting (credit: 2 hours)	II	L 2	0	2
Mrs. NUSE				
9. Design (credit: 2 hours)	I	L 1	1	8
9. Design (credit: 3 hours)	I	.	1	1
10. Design (credit: 1 hour)	II	L 1	0	1
10. Design (credit: 2 hours)	II	L 1	1	8
10. Design (credit: 3 hours)	II	.	0	1
Economics and Sociology				
Professor WOLFE				
Associate Professor LUTZ				
1. Elementary Principles of Economics (credit: 3 hours)	I	10	86	79
2. Elementary Principles of Economics (credit: 3 hours)	II	9	79	75
21. Economic Seminar (credit: 2 hours)	I	2	3	4
22. Economic Seminar (credit: 2 hours)	II	2	3	3
Professor WOLFE				
11. Social Problems	I	3	17	18
12A. Social Problems	II	3	10	15
13. Sociology	I	3	20	31
14. Sociology	II	3	19	29
Associate Professor LUTZ				
9. Public Finance	I	3	13	2
10. Taxation	II	3	18	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
16. Economic History of the United States	II	3	16	4
17. Transportation	I	3	22	1
18. Industrial Corporations	II	3	26	1
Education				
Professor MILLER				
1. History of Education	I	3	12	41
2. Modern Educational Theory ..	II	3	9	39
3. Comparative School Systems .	I	2	5	28
4. School Management	II	2	8	17
5. Educational Classics	I	2	2	9
6. Principles of Education	II	2	1	19
7. The Administration of Public Education in the United States	I	2	2	3
8. The Public High School	II	2	2	6
English Composition				
Associate Professor SHERMAN				
3. Sophomore Composition (2 sec.) (credit: 2 hours)	I	4	23	25
4. Sophomore Composition (2 sec.) (credit: 2 hours)	II	4	22	18
Associate Professor DURAND				
3. Sophomore Composition (2 sec.) (credit: 2 hours)	I	4	17	30
4. Sophomore Composition (2 sec.) (credit: 2 hours)	II	4	23	21
Miss BELDEN				
3. Sophomore Composition (5 sec.) (credit: 2 hours)	I	10	58	50
4. Sophomore Composition (5 sec.) (credit: 2 hours)	II	10	48	52
Miss WARD				
1. Freshman Composition (5 sec.) (credit: 2 hours)	I	10	43	58
2. Freshman Composition (4 sec.) (credit: 2 hours)	II	8	35	51
Mr. ALDRICH				
1. Freshman Composition (3 sec.) (credit: 2 hours)	I	6	21	33
2. Freshman Composition (3 sec.) (credit: 2 hours)	II	6	21	29
3. Sophomore Composition (2 sec.) (credit: 2 hours)	I	4	8	22
4. Sophomore Composition (2 sec.) (credit: 2 hours)	II	4	6	15

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Mr. AMENT				
1. Freshman Composition (6 sec.) (credit: 2 hours) .. .	I	12	68	67
2. Freshman Composition (6 sec.) (credit: 2 hours) .. .	II	12	66	66
English Literature				
Professor WAGER				
11. Shakespeare (2 sec.) (credit: 3 hours) .. .	I	6	16	40
12. Shakespeare (2 sec.) (credit: 3 hours) .. .	II	6	17	52
13. Political Philosophy of Ed- mund Burke .. .	I	2	6	5
14. Political Philosophy of Ed- mund Burke .. .	II	2	5	5
15. Victorian Prose .. .	I	3	22	86
16. Victorian Prose .. .	II	3	24	86
29. Old English .. .	I	2	3	6
30. Old English .. .	II	2	2	8
Associate Professor SHERMAN				
1. The Masterpieces of English Literature .. .	I	3	20	83
2. The Masterpieces of English Literature .. .	II	3	25	108
19. The English Novel .. .	I	3	2	17
20. The English Novel .. .	II	3	2	17
23. American Literature (credit: 3 hours) .. .	I	2	7	48
24. American Literature (credit: 3 hours) .. .	II	2	12	52
35. Teachers' Training Course ...	I	2	5	26
36. Teachers' Training Course ...	II	2	4	22
37. Literature of the English Renaissance .. .	I	2	0	3
38. Literature of the English Renaissance .. .	II	2	0	4
Associate Professor DURAND				
9. Shakespeare and the Drama of the Sixteenth and Seven- teenth Centuries .. .	I	3	10	31
10. Shakespeare and the Drama of the Sixteenth and Seven- teenth Centuries .. .	II	3	10	23
27. Tennyson and Browning .. .	I	3	5	27
28. Tennyson and Browning .. .	II	3	3	23

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Miss BELDEN				
7. Theory of the Drama	I	2	3	15
8. Theory of the Drama	II	2	0	16
Miss WARD				
17. Early Nineteenth Century Poetry	I	2	5	10
18. Early Nineteenth Century Poetry	II	2	9	14
Mr. ALDRICH				
5. Eighteenth Century Literature.	I	3	1	6
6. Eighteenth Century Literature.	II	3	1	6
French				
Associate Professor COWDERY				
1. Elementary French	I	4	6	10
2. Elementary French	II	4	7	10
3. Grammar and Reading	I	3	13	18
4. Grammar and Reading	II	3	11	16
5. Composition	I	1	3	10
6. Composition	II	1	2	15
7. Conversation	I	2	3	5
8. Conversation	II	2	2	4
13. French Drama of the Seven- teenth Century	I	3	0	10
14. French Drama of the Eigh- teenth and Nineteenth Cen- turies	II	3	2	11
19. History of French Literature..	I	2	4	6
20. History of French Literature..	II	2	4	8
Associate Professor JAMESON				
1. Elementary French (2 sec.) (credit: 4 hours)	I	8	30	34
2. Elementary French (2 sec.) (credit: 4 hours)	II	8	21	30
3. Grammar and Reading	I	3	4	13
4. Grammar and Reading	II	3	3	9
11. French Prose of the Seven- teenth and Eighteenth Cen- turies	I	3	6	10
12. French Prose of the Eighteenth and Early Nineteenth Centur- ies	II	3	4	10
17. Advanced Grammar and Com- position	I	1	2	5
18. Advanced Grammar and Com- position	II	1	2	5

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Miss ADAMS				
1. Elementary French (3 sec.) (credit: 4 hours)	I	12	18	24
2. Elementary French (3 sec.) (credit: 4 hours)	II	12	14	19
3. Grammar and Reading	I	3	6	14
4. Grammar and Reading	II	3	2	10
5. Composition	I	1	1	6
6. Composition	II	1	0	3
Geology				
Professor HUBBARD				
Mr. CONNOLLY				
Mr. HONESS				
1. General Geology (credit: 3 hours)	I	L 10,R 2	46	15
2. General Geology (credit: 3 hours)	II	L 5,R 2	42	14
Professor HUBBARD				
Mr. CONNOLLY				
3. Physiography (credit: 3 hours)	I	L 5,R 2	3	5
4. Geography of North America (credit: 3 hours)	II	L 3,R 2	5	3
5. Economic Geology (credit: 4 hours)	I	L 3,R 2	6	0
6. Economic Geology (credit: 3 hours)	II	L 2,R 2	5	0
Professor HUBBARD				
7. Seminar (credit: 3 hours)	I	L 3,R 1	2	1
8. Seminar (credit: 3 hours)	II	L 3,R 2	2	1
German				
Professor MOSHER				
3. Second Year German	I	4	6	12
4. Second Year German	II	4	11	7
23. Goethe	I	3	2	16
24. Goethe	II	3	2	15
25. History of German Literature.	I	3	4	10
26. History of German Literature.	II	3	4	10
29. Teachers' Training Course ...	I	2	0	6
30. Teachers' Training Course ...	II	2	1	7
Professor ABBOTT				
1. Elementary German	I	4	18	14
2. Elementary German	II	4	14	11
5. Third Year German	I	4	3	15
6. Third Year German	II	4	4	16
9. Scientific German	I	2	3	1

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
10. Scientific German	II	2	3	0
11. Critical German Prose	I	2	2	3
12. Critical German Prose	II	2	2	1
15. Recent German Drama	I	2	0	8
16. Recent German Drama	II	2	0	6
Dr. JACKSON				
1. Elementary German	I	4	12	8
2. Elementary German	II	4	10	6
3. Second Year German (2 sec.) (credit: 4 hours)	I	8	16	41
4. Second Year German (2 sec.) (credit: 4 hours)	II	8	13	31
5. Third Year German	I	4	7	14
6. Third Year German	II	4	1	7
Miss STUEVEN				
3. Second Year German (2 sec.) (credit: 4 hours)	I	8	19	23
4. Second Year German (2 sec.) (credit: 4 hours)	II	8	19	24
13. German Lyrics and Ballads ...	I	3	3	20
14. German Novel of the Nine- teenth Century	II	3	2	19
27. German Composition (3 sec.) (credit: 1 hour)	I	3	5	35
28. German Composition	II	1	4	31
Miss DOERSCHUK				
1. Elementary German	I	4	21	10
2. Elementary German	II	4	18	11
3. Second Year German	I	4	18	12
4. Second Year German	II	4	12	8
Greek				
Professor MARTIN				
3. Freshman Greek	I	3	4	14
4. Freshman Greek	II	3	3	14
7. Theocritus	I	2	5	0
8. Plutarch, Lucian	II	2	2	1
15. Greek Tragedy	I	3	1	2
16. Greek Tragedy	II	3	1	1
Professor LORD				
19. Greek Literature in English ..	I	2	6	9
20. Greek Literature in English ..	II	2	7	11
Dr. ARMSTRONG				
1. Elementary Greek (credit: 5 hours)	I	4	9	16
2. Elementary Greek (credit: 5 hours)	II	4	9	15

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
History				
Professor HALL				
61. American History	I	2	23	17
62. American History	II	2	23	26
63. Recent American History	I	3	14	10
64. Recent American History	II	3	16	8
66. Earlier American History	II	2	13	1
81. English History	I	3	23	29
82. English History	II	3	25	29
83. Constitutional History of Eng- land	I	2	1	3
84. Constitutional History of Eng- land	II	2	4	2
97. Seminar in American History (credit: 2 hours)	I	2	5	7
98. Seminar in American History (credit: 2 hours)	II	2	2	4
Professor LYBYER				
21. Medieval History	I	3	28	32
22. Medieval History	II	3	29	36
25. Modern History	I	3	28	38
26. Modern History	II	3	27	38
33. French Revolution and Napo- leon I.	I	2	2	14
34. French Revolution and Napo- leon I.	II	2	4	12
47. Seminar in European History (credit: 2 hours)	I	2	2	5
48. Seminar in European History. (credit: 2 hours)	II	2	2	5
55. History of Asia	I	3	5	2
56. History of Eastern Asia	II	3	6	4
Professor LORD				
11. History of Rome	I	3	5	18
12. History of Rome	II	3	2	18
Latin				
Professor LORD				
1. Freshman Latin	I	3	6	11
2. Freshman Latin	II	3	5	13
11. History of Latin Literature ..	I	3	0	12
12. History of Latin Literature ..	II	3	0	12
17. Lucretius	I	2	2	12
18. Tacitus and Suetonius	II	2	3	13
Professor COLE				
1. Freshman Latin	I	3	4	16
2. Freshman Latin	II	3	4	17

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
5. Tacitus, Agricola and Germania	I	2	3	21
6. Pliny, Letters	II	2	1	21
21. Teachers' Training Course	I	2	2	22
22. Teachers' Training Course	I	2	2	20
Dr. ARMSTRONG				
1. Freshman Latin (2 sec.) (credit: 3 hours)	I	6	5	41
2. Freshman Latin (2 sec.) (credit: 3 hours)	II	6	5	38
9. Latin Writing	I	2	0	23
Mathematics				
Professor ANDEREGG				
3. Trigonometry	I	3	20	13
6A. Elementary Analytic Geome- try	II	3	11	8
11. Advanced Analytic Geometry..	I	2	8	9
12. Advanced Analytic Geometry..	II	2	4	9
13. Calculus	I	5	21	8
14. Calculus	II	5	12	8
19. Advanced Integral Calculus ..	I	3	4	4
20. Advanced Integral Calculus ..	II	3	4	4
Associate Professor CAIRNS				
3. Trigonometry (2 sec.) (credit: 3 hours)	I	6	32	36
5. Elementary Analytic Geometry	I	3	13	17
6A. Elementary Analytic Geome- try (2 sec.)	II	6	37	17
6C. Outline Course Mathematics	II	3	7	2
21. Differential Equations	I	2	1	1
22. Differential Equations	II	2	1	1
Associate Professor CAIRNS				
Mr. CARR				
7. Plane Surveying (credit: 2 hours)	I	L 6,R 1	12	0
8. Plane Surveying (credit: 2 hours)	II	L 8	10	0
9. Mechanical Drawing (credit: 2 hours)	I	L 6	14	0
10. Descriptive Geometry (credit: 2 hours)	II	L 6,R 1	12	0
Associate Professor SINCLAIR				
7A. Advanced Algebra	I	3	13	14
3. Trigonometry (2 sec.) (credit: 3 hours)	I	6	31	11
4. Trigonometry	II	3	16	6

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
6A. Elementary Analytic Geometry	II	3	12	15
6B. College Algebra	II	3	14	5
29. Projective Geometry	I	3	2	5
30. Projective Geometry	II	3	2	3
33. Mathematical Seminar (credit: 1 hour)	I	1	3	6
34. Mathematical Seminar (credit: 1 hour)	II	2	3	7
Mr. CARR				
1G. Geometry: solid and spherical (2 sec.) (credit: 3 hours) ..	I	6	15	20
2G. Geometry: solid and spherical	II	3	5	18
3. Trigonometry	I	3	8	2
4. Trigonometry	II	3	10	12
5. Elementary Analytic Geometry	I	3	15	10
6A. Elementary Analytic Geometry	II	3	9	3
Mineralogy				
Professor JEWETT				
2. Mineralogy (credit: 5 hours) ..	II	L 6,R 3	3	0
Music				
Professor DICKINSON				
9. History and Criticism of Music (2 sec.) (credit: 3 hours) ..	I	8	4	11
10. History and Criticism of Music (2 sec.) (credit: 3 hours) ..	II	8	5	9
11. Appreciation of Music (credit: 2 hours)	I	3	25	45
12. Appreciation of Music (credit: 2 hours)	II	3	21	39
13. History of Music (credit: 3 hours)	I	2	0	2
14. History of Music (credit: 3 hours)	II	2	0	2
Oratory				
Professor CASKEY				
1. General Course (2 sec.) (credit: 3 hours)	I	6	26	12
2. Oratory (2 sec.) (credit: 3 hours)	II	6	27	5
3. Argumentation and Debate ...	I	3	6	0
4. General Course	II	3	21	7
5. Literary Interpretation	I	3	2	1
6. Dramatic Reading	II	3	4	5

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Teachers' Course in Physical Training				
Professor LEONARD				
Professor SAVAGE				
Miss COCHRAN				
Mrs. RUNYON				
Mrs. HATCH				
Miss TENNEY				
Miss MAY				
5. Theory of Play and Games ...	I	2	0	24
6. Theory of Play and Games ...	II	2	0	22
7. Human Anatomy 1. (credit: 3 hours)	I	2	10	20
8. Theory of Physical Training ..	II	3	9	21
10. Applied Anatomy	II	1	0	20
12. Human Anatomy 2.	II	1	0	20
13. Advanced Physical Training (credit: 1 hour)	I	L 3	11	0
14. Advanced Physical Training (credit: 1 hour)	II	L 3	10	0
15. Junior Practical Work (credit: 1 hour)	I	L 3	0	21
16. Junior Practical Work (credit: 1 hour)	II	L 3	0	21
17. History and Literature of Physical Training (2 sec.) (credit: 2 hours)	I	4	18	38
18. History and Literature of Physical Training (2 sec.) (credit: 2 hours)	II	3	18	37
19. Theory of Games	I	1	8	0
20. Theory of Games	II	1	8	0
22. Physical Examination and Pre- scription of Exercise	II	1	8	0
23. Medical Gymnastics 1. (credit: 2 hours)	I	L 2,R 2	0	15
24. Medical Gymnastics 2. (credit: 2 hours)	II	L 2,R 2	0	15
25. Physical Examination and Diagnosis	I	2	0	16
26. Emergencies	II	1	0	15
27. Practical Work and Teaching (credit: 1 hour)	I	3	8	0
28. Practical Work and Teaching (credit: 1 hour)	II	3	8	0
29. Senior Practical Work and Teaching (credit: 2 hours)..	I	2	0	17
30. Senior Practical Work and Teaching (credit: 2 hours)..	II	2	0	16

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Physics				
Professor WILLIAMS				
3. Electricity and Magnetism (credit: 4 hours)	I	L 12,R 2	7	3
4. Light (credit: 4 hours) .. .	II	L 8,R 2	8	3
5. Advanced Laboratory Physics (credit: 4 hours)	I	L 12	3	1
6. Advanced Laboratory Physics (credit: 4 hours)	II	L 24	4	1
7. General Theoretical Physics ..	I	3	1	0
8. General Theoretical Physics ..	II	3	1	0
Associate Professor MOORE				
1. Mechanics and Molecular Physics (credit: 5 hours) .. .	I	L 12,R 3	17	5
2. Heat and Sound (credit: 5 hours)	II	L 12,R 3	12	5
Physiology and Hygiene				
Professor LEONARD				
1. Physiology and Hygiene (2 sec.) (credit: 3 hours)	I	6	31	61
2. Physiology and Hygiene (2 sec.) (credit: 3 hours)	II	6	31	62
Political Science				
Professor GEISER				
1. American Government .. .	I	3	47	11
2. American Government .. .	II	3	50	11
3. European Governments .. .	I	3	12	0
4. Colonial Governments .. .	II	3	9	0
5. Elementary Law .. .	I	3	13	0
6. Municipal Government .. .	II	3	19	2
13. Political Science Seminar (credit: 2 hours)	I	2	4	1
14. Political Science Seminar (credit: 2 hours)	II	2	2	1
Psychology				
Professor STETSON				
2. Introductory Psychology .. .	II	3	19	34
5. Aesthetics .. .	I	3	7	10
6. Abnormal Psychology .. .	II	3	3	6
7. Methods of Science .. .	I	3	10	5
8. Genetic Psychology .. .	II	3	6	16

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Professor STETSON				
Miss KITCH				
1. Introductory Psychology (2 sec.) (credit: 3 hours)	I	6	70	92
3. Experimental Psychology (cred- it: 2 hours)	I	L 22,R 3	2	2
3. Experimental Psychology (cred- it: 3 hours)	I	.	3	4
4. Experimental Psychology (cred- it: 2 hours)	II	L 19	2	2
4. Experimental Psychology (cred- it: 3 hours)	II	.	5	5
Miss KITCH				
2. Introductory Psychology	II	3	13	14
Zoology				
Professor METCALF				
5. Elementary Cytology and Em- bryology (credit: 5 hours) ..	I	L 8,R 3	5	1
Professor METCALF				
Associate Professor BUDINGTON				
Mr. CLAPP				
Miss BROWN				
Miss BELL				
1. General Zoölogy (credit: 4 hours)	I	L 20,R 3	22	17
2. General Zoölogy (credit: 4 hours)	II	L 12,R 3	15	16
Associate Professor BUDINGTON				
3. Zoölogy of Invertebrates (credit: 5 hours)	I	L 7,R 3	5	0
6. Arthropoda (credit: 3 hours) ..	II	L 4,R 2	3	0
10. Advanced Course (credit: 5 hours)	II	L 8	2	1
Associate Professor JONES				
14. Ornithology (2 sec.) (credit: 2 hours)	II	L 22,R 4	42	51
15. Ornithology, advanced (credit: 2 hours)	I	L 2,R 2	2	3
Ornithology Seminar (credit: 1 hour)	II	L 4,R 1	7	5
Mr. CLAPP				
4. Zoölogy (credit: 5 hours)	II	L 6,R 3	7	0

II. THE THEOLOGICAL SEMINARY

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
Old Testament				
Professor FULLERTON				
3. History of Israel III.	I	3	23	0
4. History of Israel IV.	II	3	21	0
6. Genesis	II	2	9	0
New Testament				
Professor FULLERTON				
15. The Doctrine and Interpreta- tion of Scripture	I	3	16	0
16. The Doctrine and Interpreta- tion of Scripture	II	3	16	0
17. The Sermon on the Mount . .	I	2	10	0
18. The Sermon on the Mount . .	II	2	13	0
Church History				
Professor SWING				
1. General History of the Church	I	3	14	0
2. General History of the Church	II	3	15	0
5. History of Religious Freedom and Toleration (credit: 2 or 3 hours)	I	3	8	0
6. History of the Church in America (credit: 2 or 3 hours)	II	3	8	0
7. Development of Doctrine in the Eastern Church (credit: 2 or 3 hours)	I	3	10	0
8. Development of Doctrine in the Western Church (credit: 2 or 3 hours)	II	3	8	0
Homiletics				
Professor HUTCHINS				
1. Homiletics a. The Work of Preaching	I	3	11	0
2. Homiletics a. The Work of Preaching	II	3	13	0
3. Homiletics b. A Year's Preach- ing	I	2	11	0
4. Homiletics b. A Year's Preach- ing	II	2	13	0

INSTRUCTOR AND COURSE	Semester	Teaching Hours per week	Men	Women
5. Homiletics c. Biblical Homi- letics	I	2	9	0
6. Homiletics d. Practical Teach- ing (credit: ½ hour)	II	1	7	0
7. Assembly Hour (credit: ½ hour)	I	1	45	0
8. Assembly Hour (credit: ½ hour)	II	1	38	0
Christian Missions				
Professor HUTCHINS				
6. Modern Missions	II	2	8	2
Practical Theology				
Professor FISKE				
1. The Ministry and Leadership..	I	1	11	0
2. Church Polity	II	1	13	0
3. Church Administration	I	3	15	0
4. Church Administration	II	3	15	0
5. Practical Sociology a.	I	2	14	0
6. Practical Sociology b.	II	2	9	0
7. The Social Gospel of Jesus. . .	I	2	13	0
9. Field Work	I		33	0
10. Field Work	II		37	0
12. Religious Education a.	II	2	18	0
Theology				
President KING				
3a. Theological Introduction	I	2	23	1
3b. Systematic Theology, Criti- cal and Constructive I	I	3	10	0
4a. Theological Introduction	II	2	22	0
4b. Systematic Theology, Criti- cal and Constructive II	II	2	3	11
Vocal Music				
Instructor GEHRKENS				
1. Sight Singing and Choir Music (credit: ½ hour)	I	1	15	0
Slavic Department				
Instructor KALLINA				
Bohemian Bible I	I	2	5	0
Bohemian Bible II	II	2	5	0
Christian Evidences	I	4	3	0
Apologetics	II	4	3	0
United States History I	I	4	2	0
United States History II	II	4	2	0

III. THE ACADEMY

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Bible				
[Required: but no credit allowed]				
Professor PECK				
Senior	Fall	1	23	10
Senior	Winter	1	22	10
Senior	Spring	1	20	10
Middle	Fall	1	26	25
Middle	Winter	1	18	25
Middle	Spring	1	16	22
Associate Professor SHAW				
Junior Middle	Fall	1	31	23
Junior Middle	Winter	1	28	24
Junior Middle	Spring	1	30	24
Instructor Miss SMITHE				
Junior	Fall	1	20	13
Junior	Winter	1	20	11
Junior	Spring	1	22	8
Botany				
Tutor CURTIS				
Beginning (credit: 4 hours) . . .	Fall	L 10,R 2	12	13
Beginning (credit: 4 hours) . . .	Winter	L 11,R 2	13	14
Beginning (credit: 4 hours) . . .	Spring	L 9,R 2	7	12
Debate				
Tutor CUSHMAN				
Debate	Fall	2	10	0
Debate	Winter	2	10	0
Debate	Spring	2	7	0
Declamation				
Mr. WALTON				
Declamation	Fall	2	1	4
Declamation	Winter	2	5	6
Declamation	Spring	2	3	9

INSTRUCTOR AND COURSE		Term	Teaching Hours per week	Men	Women
Drawing—Mechanical					
Mr. HINMAN					
Mechanical Drawing (credit: 2 hours)	..	Fall	5	5	0
Mechanical Drawing (credit: 2 hours)	..	Winter	5	6	0
Mechanical Drawing (credit: 2 hours)	..	Spring	5	3	0
English					
Tutor Miss COSS					
English I (2 sec.) (credit: 4 hours)	..	Fall	8	24	13
English II (2 sec.) (credit: 4 hours)	..	Winter	8	23	14
English III (2 sec.) (credit: 4 hours)	..	Spring	8	25	9
English VII (2 sec.) (credit: 4 hours)	..	Fall	8	27	25
English VIII (2 sec.) (credit: 4 hours)	..	Winter	8	29	23
English IX (2 sec.) (credit: 4 hours)	..	Spring	8	25	23
Instructor Miss BROWNBACK					
English VIII	..	Winter	4	12	10
English IX	..	Spring	4	8	11
English XI (2 sec.) (credit: 4 hours)	..	Winter	8	25	10
English XII (2 sec.) (credit: 4 hours)	..	Spring	8	16	13
English XIV	..	Winter	4	9	8
English XV	..	Spring	4	12	5
Instructor SICH					
English IV (3 sec.) (credit: 4 hours)	..	Fall	12	26	19
English V (3 sec.) (credit: 4 hours)	..	Winter	12	30	15
English VI (3 sec.) (credit: 4 hours)	..	Spring	12	29	17
English XVI	..	Fall	4	5	21
English XVII	..	Winter	4	2	18
English XVIII	..	Spring	4	1	13
English XIX	..	Fall	2	2	1

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
English XX	Winter	2	4	0
English XXI	Spring	2	4	3
English XXII	Fall	2	10	2
English XXIII	Winter	2	9	2
English XXIV	Spring	2	6	2
Instructor Miss SMITHE				
English Grammar	Fall	5	4	2
English Grammar	Winter	5	5	2
English Grammar	Spring	5	6	1
Miss VINCENT				
English VII	Fall	4	14	6
English X (2 sec.) (credit: 4 hours)	Fall	8	17	10
English XIII	Fall	4	7	8
French				
Tutor Mrs. COWDERY				
French I (3 sec.) (credit: 4 hours)	Fall	12	14	28
French I (credit: 4 hours)	Winter	5	10	13
French II (2 sec.) (credit: 4 hours)	Winter	8	11	18
French II (credit: 4 hours)	Spring	5	9	8
French III (3 sec.) (credit: 4 hours)	Spring	12	18	26
French IV	Fall	4	7	14
French V	Winter	4	5	13
French VI	Spring	4	5	12
German				
Tutor Mrs. SWING				
German III (credit: 4 hours)	Fall	5	19	9
German IV	Fall	4	8	9
German IV (credit: 4 hours)	Winter	5	19	6
German V	Winter	4	10	9
German V (credit: 4 hours)	Spring	5	14	3
German VI	Spring	4	9	8
Tutor Mrs. HARROUN				
German I (3 sec.) (credit: 4 hours)	Fall	12	28	28
German I	Winter	5	7	9
German II (3 sec.) (credit: 4 hours)	Winter	12	20	28
German II	Spring	5	7	8
German III (3 sec.) (credit: 4 hours)	Spring	12	15	25

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Greek				
Professor PECK				
Greek I	Fall	4	8	3
Greek II	Winter	4	9	2
Greek III	Spring	4	8	2
Greek IV	Fall	4	6	3
Greek V	Winter	4	4	2
Greek VI	Spring	4	2	2
History				
Tutor CUSHMAN				
History I (2 sec.) (credit: 4 hours)	Fall	8	30	12
History II (2 sec.) (credit: 4 hours)	Winter	8	32	12
History III (2 sec.) (credit: 4 hours)	Spring	8	27	15
History IV	Fall	4	12	11
History V	Winter	4	13	10
History VI	Spring	4	10	13
History X	Fall	4	14	0
History XI	Winter	4	17	3
History XII	Spring	4	18	4
Latin				
Associate Professor Miss HOSFORD				
Latin IX	Spring	4	10	17
Latin X (2 sec.) (credit: 4 hours)	Fall	8	10	13
Latin XI (2 sec.) (credit: 4 hours)	Winter	8	8	11
Latin XII	Spring	4	3	8
Associate Professor SHAW				
Latin I (2 sec.) (credit: 5 hours)	Fall	10	40	20
Latin II (2 sec.) (credit: 5 hours)	Winter	10	38	21
Latin III (2 sec.)	Spring	10	33	20
Latin IV (2 sec.) (credit: 5 hours)	Fall	10	23	21
Latin V (2 sec.) (credit: 5 hours)	Winter	10	24	20
Latin VI (2 sec.)	Spring	10	21	18
Latin VII (2 sec.) (credit: 4 hours)	Fall	8	18	19
Instructor Miss SMITHE				
Latin I	Fall	5	9	0
Latin I	Winter	5	6	3
Latin II	Spring	5	7	3
Latin III	Fall	5	4	1
Latin IV	Winter	5	4	1
Latin IV (credit: 5 hours)	Spring	6	3	1
Mrs. PEARSON				
Latin VIII	Winter	4	14	18
Miss SMITH				
Latin XII	Spring	4	2	1

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
Mathematics				
Instructor HILL				
Algebra IV	Winter	4	9	10
Algebra V	Spring	4	8	7
Geometry I (3 sec.) (credit: 4 hours)	Fall	12	36	21
Geometry I (credit: 4 hours) . . .	Winter	5	12	8
Geometry II (3 sec.) (credit: 4 hours)	Winter	14	36	25
Geometry II	Spring	4	10	8
Geometry III (3 sec.) (credit: 4 hours)	Spring	12	28	20
Geometry IV	Fall	4	19	8
Instructor Miss THOMPSON				
Algebra 1 (2 sec.) (credit: 4 hours)	Fall	10	31	11
Tutor HOUTS				
Algebra I (credit: 4 hours)	Winter	5	0	1
Algebra III	Fall	4	3	4
Arithmetic	Fall	5	2	2
Arithmetic	Winter	5	3	1
Mrs. PEARSON				
Algebra II (2 sec.) (credit: 4 hours)	Winter	10	27	10
Miss ANDEREGG				
Algebra III (2 sec.) (credit: 4 hours)	Spring	10	26	11
Instructor HILL				
Tutor HOUTS				
Geometry I	Fall	4	13	10
Physics				
Associate Professor ADAMS				
Tutor HOUTS				
Physics 1 (2 sec.) (credit: 4 hours)	Fall	L 10,R 8	44	9
Physics II (2 sec.) (credit: 4 hours)	Winter	L 10,R 8	36	5
Physics III (2 sec.) (credit: 4 hours)	Spring	L 11,R 8	34	4
Zoology				
Tutor CURTIS				
Zoölogy I (credit: 4 hours)	Fall	L 5,R 2	7	4
Zoölogy II (credit: 4 hours) . . .	Winter	L 4,R 3	3	3
Zoölogy III (credit: 4 hours) . .	Spring	L 3,R 3	5	4
Zoölogy IV (Ornithology) (credit: 4 hours)	Spring	L 10,R 1	22	13

INSTRUCTOR AND COURSE	Term	Teaching Hours per week	Men	Women
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Physical Training

[Required: but no credit allowed]

Mrs. HATCH

Physical Training 1 (3 sec.) . . .	Fall	15	0	161
Physical Training II	Fall	5	0	30
Physical Training I	Winter	5	0	38
Physical Training 1 (3 sec.) . . .	Winter	15	0	73
Physical Training I (3 sec.) . . .	Spring	15	0	48
Physical Training II	Spring	5	0	28

Mr. BAKER

Physical Training I (2 sec.) . . .	Fall	10	42	0
Physical Training II	Fall	5	52	0
Physical Training I (2 sec.) . . .	Winter	10	44	0
Physical Training II	Winter	5	59	0
Physical Training I	Spring	5	37	0
Physical Training II (2 sec.) . . .	Spring	10	54	0

Report of the Treasurer

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Treasurer's Statement

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

The Treasurer of the College submits his annual statement for the year ending August 31st, 1912, as follows:

The funds separately invested are:

	Principal August 31, 1912	Net Income
Springer Fund—		
Cleveland real estate.....	\$ 4,689.19	\$ 24.85
Magraugh Fund—		
Oberlin real estate.....	6,500.00	
Carroll Cutler Fellowship—		
Western Union Telegraph Co. stock..	\$2,580.00	
American Real Estate Co. Bond....	3,000.00	
	<hr/> 5,580.00	270.00
Ransom Fund—		
Real estate mortgages.....	5,000.00	300.00
Foltz Tract Fund—bonds.....	500.00	25.00
Zoölogical Laboratory Fund—		
Oberlin real estate.....	4,000.00	307.16
Celia Morgan Haynes Fund—		
Chicago real estate.....	1,500.00	
	<hr/>	<hr/>
Totals.....	\$27,769.19	\$927.01

The other funds are invested as a whole:

A summary statement of these investments, with the net income thereof, is as follows:

	Principal August 31, 1912	
Notes and mortgages.....	\$ 443,346.72	
Bonds	866,156.70	
Stocks	366,837.50	
Short time notes.....	19,975.00	
Collateral loans	168,912.86	
Real estate	365,522.08	
Time deposits	16,937.74	
Sundry accounts	216,593.48	
Deposits subject to check and cash.....	118,550.66	
	<hr/>	
Total of general investments.....	\$2,582,832.74	Net Income \$114,233.79
Total of special investments.....	27,769.19	
	<hr/>	
	\$2,610,601.93	

The above investments are stated in detail, beginning on page 388 of this report.

The net income of general investments, \$114,233.79 has been divided at the rate of 5 per cent among the funds to which these investments belong, the allowance to certain funds received after the beginning of the year being made proportionate to the time during which these funds were in hand. The balance of \$481.48 was added to the Reserve Fund for General Investments.

Summary statements of income and expense of the departments are as follows:—

UNIVERSITY

Income	\$63,194.67
Less unexpended income Olney Art	
Collection carried over	284.02
	<hr/> \$ 62,910.65
Expense	67,949.56
	<hr/>
Deficit	\$5,038.91

COLLEGE

Income	\$120,190.36
Expense	120,018.91
	<hr/>
Surplus	\$ 171.45

THEOLOGICAL SEMINARY

Income	\$18,715.96
Less unexpended income Haskell	
Lecture Fund carried over.....	150.00
	<hr/> \$ 18,565.96
Expense	18,565.96
	<hr/>

CONSERVATORY

Income	\$ 78,137.65
Expense	78,617.08
	<hr/>
Deficit	\$ 479.43

ACADEMY

Income	\$ 20,110.50
Expense	22,183.63
	<hr/>
Deficit	\$2,073.13

In January, 1912, a ninety-nine year lease was made of the Walworth warehouse in Cleveland on a valuation of \$130,000.00, being \$55,000.00 more than the value of the warehouse on our books. The increase of \$55,000.00 was added to the Walworth Fund.

In accordance with the vote of the Trustees at their meeting on June 17th, 1912, the Walworth Fund, \$155,275.00, and the balance of the gift of the anonymous donor to the Half Million Fund, \$41,000.00, were entered among the endowment funds of the Theological Seminary. It is understood that the Theological Seminary will maintain the work of the Slavic Department and that hereafter the financial accounts of each department of the College shall be independent as shown above.

Gifts have been received during the year as follows:

GIFTS FOR CURRENT USE

From an anonymous donor, \$22,365.63 for the construction account of the Men's Building.

From the Class of 1901, \$16.00 for the repair of the fountain at Peters Hall.

From an anonymous donor, \$500.00 for furnishings for the lobby of the Men's Building.

From Mr. and Mrs. George M. Clark, \$10,000.00 for the construction account of Keep Cottage.

From Charles M. Hall, \$2,500.00 for improvements in the College Campus.

From Charles M. Hall, \$50,000.00; of this amount \$25,000.00 is to be used for the removal of the Academy Department from Society and French Halls and for fitting up the buildings on the Johnson property for Academy uses, and \$25,000.00 for carrying out the general plans for College buildings and grounds.

From A. F. Estabrook, \$100.00 for current expense of the Hospital.

From an anonymous donor, \$1,059.87 for the Zoölogical Department.

From A. Eilers, \$50.00 for the Geological Department.

From R. T. Miller, Jr., \$200.00 for the Physical Laboratory.

From A. M. Johnson, \$150.00 for books for the Mathematics Department.

From the Class in Economics, \$17.52 for books for the Library.

From William C. Cochran, \$109.20 for student help in the Library.

From W. Spencer Bowen, \$25.00 for instruction in business procedure.

From the Carnegie Foundation for the Advancement of Teaching, \$3,250.00 for retiring allowances.

For current expense from—

Anonymous	\$ 1.00
Miss Maud Morlock	5.00
William A. Bowen.....	7.73
	<u>\$13.73</u>

For student aid from—

N. C. Kingsbury.....	\$ 25.00
Miss Olivia E. P. Stokes.....	50.00
R. G. Hutchins.....	65.00
J. L. Hudson.....	100.00
T. T. Woodruff.....	100.00
William Shillaber.....	10.00
	<u>\$350.00</u>

From subscriptions to Swimming Pool Fund, \$43.50.

From members of the Academy Living Endowment Union, \$103.00 for current expenses of the Academy.

From members of the Living Endowment Union, \$3,584.07. Of this amount \$921.39 was paid to the Alumni Magazine for subscriptions of members and \$100.00 was added to endowment and is credited among gifts for capital account, leaving the net gift from the Living Endowment Union for current expenses, \$2,562.68. As designated by certain donors, \$15.00 was credited to the Library, \$3.00 was credited to the Swimming Pool Fund, and \$5.00 was credited to the Student Employment Fund; by vote of the Prudential Committee \$1,438.74 was appropriated for special repairs in Peters Hall; and the balance, \$1,100.94, was used for current expense in the University Department.

For Employment Fund for Seminary students from—

Anonymous	\$ 75.00
Francis Asbury Palmer Fund.....	\$ 200.00
Mrs. F. E. Case.....	10.00
J. L. Ellard.....	50.00
R. E. Edwards.....	5.00
Mrs. Helen H. Vail.....	25.00
Pilgrim Church, Cleveland.....	100.00
Robert S. Brewster.....	50.00
Miss Harriet W. Ely.....	25.00
Thomas Henderson.....	50.00
Henry W. Farnam.....	25.00
F. G. Platt.....	10.00
Mrs. J. N. Harris.....	100.00

REPORT OF THE TREASURER

Edward R. Hoyt.....	20.00
George N. Stray.....	20.00
Mrs. G. E. Holbrook.....	5.00
Charles E. Harwood.....	50.00
William H. Nichols.....	25.00
Mrs. C. N. Brooks.....	10.00
Miss Brooks.....	5.00
E. M. Pierce.....	10.00
F. A. Hubel.....	20.00
Anonymous	500.00
E. R. Brown.....	20.00
I. F. Mack.....	100.00
"A Friend".....	10.00
W. B. Davis,.....	10.00
William H. Hollister, Jr.....	5.00
Mrs. Morris K. Jesup.....	100.00
Mrs. Caroline B. Babcock.....	20.00
Mrs. Sarah E. Woolworth.....	5.00
Mrs. F. E. Tracy.....	50.00
J. A. Jeffrey.....	10.00
C. W. Grupe.....	5.00
W. P. Murray.....	25.00
Mrs. A. C. Dutton.....	5.00
George H. Brown.....	25.00
Mrs. Helen G. Renwick.....	5.00
Mrs. Thomas L. Nelson.....	5.00
Zenas Crane.....	200.00
	<hr/>
	\$1,990.00

The total amount of these gifts for current use is \$95,406.13. This amount is distributed in the statement of income and expense among the following accounts:

University	\$ 1,206.94
University, special accounts.....	60,787.13
College	1,454.74
College, special accounts.....	2,579.87
Seminary, special accounts.....	3,975.00
Library	291.72
Academy	103.00
Academy, special accounts.....	25,000.00
Investments expense,.....	7.73
	<hr/>
	\$95,406.13

GIFTS TO CAPITAL

TO FORM NEW FUNDS OR INCREASE OLD ONES

From the Class of 1898, \$213.50, payments on subscriptions to a new Class Fund.

From Miss Florence M. Snell, \$22.32 for the Jones Loan Fund.

From the Congregational Education Society, \$10.00 for the Seminary Loan Fund.

From Mrs. Mary F. Perkins, \$250.00 to establish a loan fund for the benefit of young women.

From Edwin T. Earl, \$50.00 to be loaned to students.

From W. E. Barnhart, \$100.00 for the James H. Fairchild Professorship.

From the Class of 1900, \$30.00, part of their gift to establish a Scholarship Fund.

From Mrs. Helen Handy Newberry, \$1,000.00 to establish a Scholarship Fund for young women.

From the sale of lots in Toledo, \$383.00, part of gift of W. W. Griffith for Theological Seminary Endowment.

From increase in valuation of the Walworth property, Cleveland (the gift of Anne Walworth in 1904), \$55,000.00, added to the Walworth Fund.

From Mrs. Rose P. Firestone, \$2,000.00 for endowment, undesignated.

From an anonymous donor, \$100,000.00, one-half of which is to found and endow a chair in the Theological Seminary and one-half to endow the Student Employment Fund.

For Library Endowment from—

Dan F. Bradley.....	\$ 50.00
W. Murray Crane.....	100.00
Anonymous	10,000.00
	<hr/>
	\$10,150.00

For the Professorship of Animal Ecology from—

A. H. Hope.....	\$ 5.00
Miss Ella L. Leonard.....	1.00
I. A. Field.....	10.00
Miss Alice I. Blackmore.....	5.00
Miss Ruth Chester	5.00
Miss Carrie Chittenden	5.00
	<hr/>
	\$ 31.00

REPORT OF THE TREASURER

For General Endowment from—

H. Clark Ford.....	\$ 175.00
W. N. Gates.....	85.00
H. H. Johnson.....	1,175.00
T. E. Burton.....	150.00
Joel F. Vaile.....	300.00
Amos C. Miller.....	100.00
General Education Board.....	124,758.34
	<hr/>
	\$126,743.34

From an anonymous donor, \$41,000.00, assigned to Theological Seminary Endowment.

The total of these gifts to capital account is \$336,983.16. This amount is distributed in the statement of receipts and payments among the following accounts:

University	\$130,409.16
College	31.00
Seminary	196,393.00
Library	10,150.00
	<hr/>
	\$336,983.16

Endowments for current expenses now stand on the books as follows:

General or University Endowments.....	\$1,062,617.46
College	419,669.95
Theological Seminary.....	460,207.78
Conservatory of Music.....	35,419.50
Library	161,743.26
	<hr/>
Total August 31, 1912.....	\$2,139,657.95
Total August 31, 1911.....	1,856,037.11
	<hr/>
Increase	\$ 283,620.84

Scholarship and Loan Funds are as follows:

University—

Scholarships	\$58,925.50	
Loan funds, unloaned balances.....	2,889.97	
		————— \$61,815.47

College, Scholarships.....	30,750.00
----------------------------	-----------

Theological Seminary—

Scholarships	\$71,541.95	
Loan Fund, unloaned balance.....	192.76	
		————— 71,734.71

Conservatory, Loan Fund—

Unloaned balance.....	299.87
-----------------------	--------

Academy Loan Fund.....	262.50
------------------------	--------

Total	\$164,862.55
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The growth of the endowment funds of the College, not including scholarships and funds carrying annuities, is shown in the following table:

1855	\$ 84,450.58
1875	159,787.34
1895	680,523.15
1905	1,254,399.45
1911	1,856,037.11
1912	2,139,657.95

The accounts hereinafter presented are:

First, a set of tables showing the current income and expense of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in which the Funds and Balances are invested.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

Fifth, a table showing the income of each fund for the year.

JAMES R. SEVERANCE, Treasurer.

Oberlin, Ohio, November 15, 1912.

Treasurer's Accounts

Income and Expense for the year by Departments, also Receipts and Payments on Special Accounts

UNIVERSITY

INCOME

From invested funds after subtracting \$1,714.28
transferred to Theological Seminary.....\$49,514.43

(See page 399)

Gifts for current expense—

Anonymous	\$ 1.00	
Maud Morlock.....	5.00	
A. F. Estabrook	100.00	
Living Endowment Union.....	1,100.94	
	—————	1,206.94

From boarding halls..... 650.00

From graduate fees..... 444.00

From Men's Gymnasium—

Term bills.....	\$1,126.25	
Other fees and rentals.....	264.00	
	—————	1,390.25

From Women's Gymnasium—

Term bills.....	\$1,786.25	
Other fees.....	270.50	
	—————	2,056.75

From Men's Building—

Fees	\$3,023.00	
Room rents.....	4,909.30	
	—————	7,932.30

Total income.....	\$63,194.67
-------------------	-------------

President's Office—

Salaries	\$9,153.13	
Stationery, printing and postage—		
President	\$ 307.17	
Assistant	243.85	
	<hr/>	551.02
Traveling expenses—		
President	\$ 190.00	
Assistant	772.45	
	<hr/>	962.45
	<hr/>	\$10,666.60

Secretary's Office—

*Salaries	\$2,200.00	
*Clerks	542.14	
*Postage	462.34	
*Miscellaneous printing.....	701.86	
*Catalogue	983.75	
Annual reports.....	1,252.32	
Alumni Trustee election.....	160.21	
	<hr/>	6,302.62

Treasurer's Office—

Salaries	\$5,850.00	
Stationery, printing and postage....	283.10	
Auditing books.....	72.00	
Bonds of officers.....	175.00	
	<hr/>	6,380.10

Men's Gymnasium—

Salaries	\$2,115.01	
Stationery, printing and postage...	34.26	
Clerks	22.09	
Janitors	758.80	
Custodians	170.52	
Heat	784.44	
Lights	238.26	
Water	130.10	
Insurance	83.77	
Telephone	34.25	
Paving tax.....	24.22	
Grounds	100.00	
Apparatus	100.00	
Supplies and repairs.....	292.07	
	<hr/>	4,887.79

* Part. Balance is charged in College Department.

Women's Gymnasium—

Salaries	\$2,815.00	
Stationery, printing and postage.....	32.80	
Music	70.15	
Janitors	252.43	
Heat	726.10	
Lights	136.50	
Water	28.70	
Telephone	21.00	
Grounds	71.70	
Apparatus	16.13	
Supplies and repairs.....	220.23	
Payment on advance.....	80.70	
	<hr/>	4,471.44

Buildings and grounds, care and repairs—

Superintendent's office— ..

Salary (part)\$1,300.00

Stationery and postage.. 7.05

\$ 1,307.05

General expense	679.27
Shop	157.43
New Carpenter Shop (bal.).....	50.82
Insurance	28.00

Campus—

Labor\$ 681.48

Lights 99.66

Paving tax 590.58

Supplies and care of

horse 335.46

1,707.18

Office (122 W. College Street)—

Janitors\$ 216.75

Heat 196.00

Lights 51.24

Water 5.65

Telephones 146.35

Supplies and repairs..... 188.57

804.56

Office (40 S. Professor Street)—

Janitors	\$ 102.13	
Heat	159.21	
Lights	12.54	
Telephones	70.75	
Supplies and repairs.....	440.61	
Taxes	110.56	
	<hr/>	895.80

Chapel—

Janitors	\$ 425.00	
Heat	654.80	
Light and power.....	100.68	
Water	3.45	
Insurance	45.00	
Paving tax	168.55	
Supplies and repairs....	292.73	
Interest on advance.....	1,501.96	
	<hr/>	
	\$3,192.17	
Less rents	120.00	
	<hr/>	3,072.17
Arboretum		1.80

Men's Building—

Janitors	\$1,143.10	
Custodians	890.00	
Heat	1,885.20	
Light and power.....	1,020.06	
Water	360.00	
Telephone	27.00	
Insurance	77.66	
Paving Tax.....	139.54	
Laundry	75.24	
Supplies and repairs....	1,301.87	
Payment on advance for equipment	1,012.63	
	<hr/>	7,932.30
	<hr/>	16,636.38
Advertising		878.50
Outside representation.....		268.68
Alumni dinner	\$ 1,101.06	
Less from sale tickets.....	360.55	
	<hr/>	740.51

Olney Art Gallery—

Custodian	\$ 300.00	
Janitors	43.39	
Heat and light.....	175.00	
Telephone	21.00	
Insurance	140.62	
Incidentals	35.97	
	<hr/>	715.98

Sundry expense—

Monthly lectures.....	\$ 330.00	
Washington's birthday reception...	131.41	
Commencement	764.24	
Miscellaneous	704.83	
	<hr/>	1,930.48

Oberlin Hospital	750.00
Detention Hospital	408.25

Living Endowment Union—

Clerks	\$ 223.69	
Stationery, printing and postage..	145.75	
	<hr/>	369.44

Special annuity payments.....	2,800.00	
	<hr/>	\$58,206.77

Less paid in Conservatory account...\$	1,000.00	
Less paid in Slavic Department account	75.00	
	<hr/>	1,075.00

	<hr/>	\$57,131.77
Library deficit.....	10,817.79	
	<hr/>	

Total expense.....\$67,949.56

Total expense.....\$67,949.56

Total income.....	\$63,194.67	
Less unexpended income Olney		
Art Collection.....	284.02	
	<hr/>	62,910.65

Deficit\$ 5,038.91

University, Special Accounts—Receipts

Y. M. C. A. Reading Room Fund, interest..\$	57.50
Hannah Snow Lewis Fund, interest.....	25.00
Barrows Memorial Fund, interest.....	250.00
Art Building Fund, interest.....	250.00
Foltz Tract Fund, interest...\$	25.00
sale of tracts....	24.50
	<hr/> 49.50
Annuity funds, income	
From special investments..\$	594.85
From general investments..	6,470.21
(see page 399)	<hr/> 7,065.06
Jones Loan Fund, loans repaid \$	1,009.65
gift.....	22.32
	<hr/> 1,031.97
May Moulton Loan Fund,	
loans repaid ..\$	85.00
interest paid..	16.60
	<hr/> 101.60
Gilchrist Banking Fund,	
loans repaid ..\$	2,463.11
interest paid ..	385.74
	<hr/> 2,848.85
Scholarship Loan Fund,	
loans repaid ..\$	438.00
interest paid ..	86.47
	<hr/> 524.47
Anderegg Loan Fund, loans repaid.....	55.00
Perkins Loan Fund,	
loans repaid ..\$	50.00
interest paid ..	.17
	<hr/> 50.17
Fund for Freshmen Women, aid repaid..	38.50
Scholarship Funds, interest (see p. 400)	2,889.77
Talcott Hall	2,604.94
Baldwin Cottage	1,716.24
Lord Cottage	517.60
Dascomb Cottage	2,422.20
Stewart Hall	454.01
Reserve income of general investments	11,014.78
West Virginia Oil Lands, sale of oil....	270.44

Gifts for current use for—

Student aid	\$ 350.00	
Swimming pool	46.50	
Instruction business pro-		
cedure	25.00	
Men's Building, furnishings	500.00	
Men's Building, construction	22,365.63	
Keep Cottage, construction.	10,000.00	
Campus, improvements	2,500.00	
General plans, buildings		
and grounds	25,000.00	
	<hr/>	60,787.13

Sundries 10.18

Swimming pool, proceeds of Pageant..... 284.00

Gifts for capital account for—

Endowments	\$127,056.84	
Scholarships	1,030.00	
Loan funds	300.00	
Annuity	2,000.00	
	<hr/>	130,386.84

\$225,705.75

University, Special Accounts—Payments

Hannah Snow Lewis Fund, periodicals	
for Lord Cottage.....	\$ 25.00
Foltz Tract Fund, tracts.....	48.50
Annuities	11,121.67
Jones Loan Fund, loans made.....	1,275.00
May Moulton Loan Fund, loans made...	197.00
Gilchrist Banking Fund, loans made...	6,048.50
Scholarship Loan Fund, loans made.....	320.00
Anderegg Loan Fund, loans made.....	74.00
Perkins Loan Fund, loans made.....	250.00
For special student aid.....	438.50

To holders of scholarship orders from income of—

Cowles Memorial Scholarship.	\$ 66.00
Lord Scholarship	115.47
Hinchman Fund	28.98
Lydia Ann Warner Scholarship	197.50
F. V. Hayden Scholarship...	37.50
Howard Valentine Scholarship	50.70

Caroline Scholarship	50.00	
Talcott Scholarship	50.70	
Metcalf Scholarship	50.70	
Dodge Scholarship	50.70	
Dascomb Scholarship	50.70	
Bierce Scholarship	50.00	
Graves Scholarship	50.70	
Lewis Nelson Churchill Schol- arship	38.02	
Ann Lincoln Fund	10.00	
Mary E. Wardle Scholarship..	62.50	
Dr. Dudley Allen Fund.....	286.50	
Henry N. Castle Scholarship.	50.00	
Class of '58 Scholarship.....	51.96	
Class of '69 Scholarship.....	53.50	
Class of '98 Scholarship.....	50.00	
Jean Woodward Irwin Scholar- ship	50.70	
Howard Gardner Nichols Schol- arship	60.50	
May Moulton Memorial Fund	50.70	
John Manning Barrows Schol- arship	30.00	
Julia Clark Davis Scholarship	55.00	
Lucy M. Thompson Scholarship	101.40	
Goodnow Scholarship	261.50	
Correlia L. Reamer Schol- arship	269.50	
Avery Scholarship	355.73	
	<hr/>	2,687.16

Talcott Hall—

Care and repairs	\$ 785.78	
Advances repaid	1,619.16	
To University	200.00	
	<hr/>	2,604.94

Baldwin Cottage—

Care and repairs	\$ 589.92	
Advances repaid	976.32	
To University	150.00	
	<hr/>	1,716.24

Lord Cottage—

Care and repairs	\$ 367.60	
To University	150.00	
		<hr/> 517.60

Dascomb Cottage—

Credit to income of general investment	\$ 746.37	
Advances repaid	527.36	
To University	100.00	
		<hr/> 1,373.73

Stewart Hall—

Care and repairs	\$ 404.01	
To University	50.00	
		<hr/> 454.01

Reserve income general investments, balance

Park loan charged off.....	10,000.00	
Men's Building, construction	22,365.63	
Keep Cottage, construction	7,330.35	
Men's Gymnasium, construction	30,013.61	
Finney Memorial Chapel, part construction paid from old rent account.....	358.00	
Men's Building, lobby furnishings.....	500.00	
Improvements to campus, work on trees....	230.76	
General plans buildings and grounds, purchase of properties	4,754.95	
		<hr/>

\$104,705.15

COLLEGE

INCOME

From invested funds	\$ 20,781.94	
(see page 401)		
Term bills	95,636.18	
Diplomas	1,110.00	
Art Department fees	1,207.50	
Appropriation from Living Endowment Union for special repairs Peters Hall.....	1,438.74	
Gift class of 1901, for repair fountain Peters Hall	16.00	
		<hr/>

Total income\$120,190.36

EXPENSE

Salaries—instruction	\$ 81,117.03	
administration	6,900.00	
	<hr/>	\$ 88,017.03
Reading papers		849.38
Clerks—Dean	\$ 52.55	
Dean of Men	75.00	
Dean of Women	43.40	
Registrar	698.15	
Secretary	1,142.13	
	<hr/>	2,011.23
Stationery, printing and postage—		
Dean	\$ 291.28	
Dean of Men	46.24	
Dean of Women	92.75	
Registrar	110.73	
Secretary	2,147.96	
Bureau of Appointments	51.47	
	<hr/>	2,740.43
Buildings and grounds, care and repair—		
Peters Hall—		
Janitors	\$ 953.35	
Heat	1,614.80	
Lights	120.50	
Water	23.10	
Telephone	16.00	
Insurance	126.00	
Paving tax	20.98	
Supplies and repairs.	2,199.78	
	<hr/>	\$ 5,074.51
Spear Laboratory—		
Janitors	\$ 336.38	
Heat	610.88	
Lights	77.96	
Water	11.10	
Telephone	21.00	
Insurance	22.50	
Supplies and repairs.	228.88	
Interest on advances.	255.60	
Advances repaid (pt.)	1,000.00	
	<hr/>	2,564.30

Severance Laboratory—

Janitors	\$ 503.70	
Heat	288.70	
Lights	55.08	
Telephone	21.00	
Insurance	74.93	
Paving tax	126.54	
Supplies and repairs.	294.36	
	<hr/>	1,364.31

Botanical Laboratory—

Janitors	\$ 150.00	
Heat	156.87	
Lights	15.86	
Water	11.40	
Telephone	13.76	
Insurance	28.50	
Paving tax	9.70	
Supplies and repairs.	98.62	
Rent	275.00	
	<hr/>	759.71

Geological Laboratory—

Janitors	\$ 167.05	
Heat	215.25	
Lights	11.70	
Insurance	5.04	
Paving tax	28.87	
Supplies and repairs.	144.82	
	<hr/>	572.73

Sturges Hall—

Janitors	\$ 88.25	
Heat	191.60	
Lights	27.40	
Insurance	16.20	
Paving tax	30.00	
Supplies and repairs.	273.38	
	<hr/>	626.83

Use of Council Hall	100.00	
Use of Society Hall	130.00	
Office, Dean of Women, telephone	17.25	
	<hr/>	

11,209.64

Sundry expense	17.10	
Outside representation	280.78	

Diplomas		282.73
Scholarships—		
Faculty and graduate.....\$	2,275.00	
Avery	307.50	
Oberlin College.....	27.00	
Trustee	6,146.50	
		<hr/> 8,756.00
Special appropriations—		
Library	\$ 3,825.00	
Physical Laboratory.....	400.00	
Geological Laboratory.....	217.25	
Geological Museum.....	198.20	
Herbarium	200.00	
Zoölogical Museum.....	183.51	
Greek Art and Archæology....	320.00	
Psychology	357.07	
Physical Training.....	16.75	
Surveying	43.62	
Art	93.19	
		<hr/> 5,854.59
Total expense		<hr/> \$120,018.91
Total income	\$ 120,190.36	
Total expense	120,018.91	
		<hr/>
Surplus	\$ 171.45	

College, Special Accounts—Receipts

Chemical Laboratory, fees.....\$	1,617.59	
Zoölogical Laboratory, fees..\$	319.50	
gift..	1,059.87	
income special fund	307.16	
		<hr/> 1,686.53
Botanical Laboratory, fees.....	353.15	
Physical Laboratory, fees....\$	176.00	
gift ...	200.00	
appropriation	400.00	
		<hr/> 776.00
Geological Laboratory, fees..\$	392.50	
gift..	50.00	
appropriation	217.25	
		<hr/> 659.75

Geological Museum, appropriation.....	198.20
Ornithology, fees.....	209.60
Anatomy, fees.....	60.00
Psychology, appropriation.....	357.07
Latin Archæology, proceeds lecture.....	33.60
Surveying, appropriation	43.62
English Lecture Fund.....	63.50
Economics Lecture Fund.....	12.48
Summer School, fees.....	3,078.25
Retiring allowances.....	1,270.00
Gifts to capital.....	31.00
Scholarship funds, interest.....	1,537.50

(see page 401)

\$ 11,987.84
College, Special Accounts—Payments

Chemical Laboratory	\$ 1,947.96
Zoölogical Laboratory.....	1,602.20
Botanical Laboratory.....	282.35
Physical Laboratory.....	947.58
Geological Laboratory.....	642.00
Geological Museum.....	257.46
Latin Archæology.....	522.34
Ornithology	211.60
Anatomy	50
Psychology	584.95
Surveying	63.08
English Lecture Fund.....	190.25
Economics Lecture Fund.....	1.00

Summer School—

Salaries	\$ 3,284.75
Advertising	16.50
Stationery, printing and postage	63.75

3,365.00

Retiring allowances.....	1,270.00
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To holders of scholarship orders from income of—

Jennie M. Williams Scholar- ship	\$ 50.70
Ellen M. Whitcomb Scholar- ship	300.00
Janet Whitcomb Scholar- ship	50.70

REPORT OF THE TREASURER

Flora L. Blackstone Scholar- ship	101.20	
Tracy-Sturges scholarship...	25.00	
E. A. West Fund.....	80.55	
Lucy B. Spelman Scholar- ship	50.70	
Harvey H. Spelman Scholar- ship	68.00	
Mrs. F. E. Tracy Scholar- ship	50.70	
Frank Dickinson Bartlett Scholarship	250.00	
Andover Scholarship.....	100.00	
J. C. and Elizabeth E. Wilder Scholarship.....	101.40	
Sarah M. Hall Scholar- ship	25.00	
Gilchrist-Potter S c h o l a r - ship Fund.....	237.50	
		1,491.45
		<hr/> \$13,379.72

THEOLOGICAL SEMINARY

INCOME

From invested funds.....	\$ 14,990.53
(Less \$4,069.75 of income Walworth Fund to Slavic Dept.) (see page 402)	
Transfer from University.....	1,714.28
Term bills and rent of rooms.....	1,956.15
Diploma fees.....	55.00
	<hr/>
Total income.....	\$ 18,715.96

EXPENSE

Salaries	\$ 13,225.00
Clerks	219.97
Stationery, printing and postage.....	352.05
Advertising	250.00
Outside representation and lectures.....	184.65

Haskell lectures	850.00
Diplomas	2.30
Sundry expense.....	62.00
Council Hall, care and repairs—	

Janitors	\$ 726.21
Heat	739.64
Lights	309.02
Water	145.60
Telephone	19.65
Insurance	74.70
Paving tax	66.31
Supplies and repairs.....	1,338.86
	<hr/>
	3,419.99

Total expense\$ 18,565.96

Unexpended income Haskell Lecture Fund for year carried to 1912-13.....	150.00
	<hr/>
	\$ 18,715.96

Theological Seminary, Special Accounts—Receipts

Slavic Department—

From income Walworth Fund (part) ..	\$ 4,069.75
Scholarship funds, interest.....	1,077.10
(see page 403)	

Seminary Loan Fund—

Gifts	\$ 10.00
Loans repaid	575.00
Interest paid	23.45
	<hr/>
	608.45

Student Employment Fund—

Gifts	\$1,995.00
Interest on fund (past year) ..	416.67
	<hr/>
	2,411.67

From the Carnegie Foundation for the Ad- vancement of Teaching.....	1,980.00
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Gifts to capital account—

Endowment	\$146,383.00
Scholarships	50,000.00
	<hr/>
	196,383.00

\$206,529.97

Theological Seminary, Special Accounts—Payments

Slavic Department—

Salaries	\$2,800.00
Student aid	556.00
Travel	10.00
Term bills of students in Academy	271.75
Room rents of students	107.00
Use of Council Hall	200.00
Appropriation to University expense	75.00
Appropriation to Library	50.00
	—————\$ 4,069.75

To holders of scholarship orders from income of—

Lemuel Brooks Scholarship	\$ 300.00
Jennie M. Rosseter Scholarship	75.00
McCord-Gibson Scholarship	50.00
John Morgan Scholarship	50.00
Painesville Scholarship	50.00
Oberlin First Church Scholarship	50.00
Oberlin Second Church Scholarship	50.00
Anson G. Phelps Scholarship	75.00
Butler Scholarship	50.00
Tracy Scholarship	50.00
Sandusky Scholarship	50.00
	————— 850.00

Seminary Loan Fund, loans made 709.00

Retiring allowances 1,980.00

Student Employment Fund—

Advances repaid	461.67
Orders	\$1,950.00
	————— 2,411.67
	—————\$ 10,020.42

CONSERVATORY

INCOME

From invested funds.....	\$ 1,770.97
(see page 403)	
Term bills	71,423.79
Rent Warner Concert Hall.....	223.00
Diploma fees	75.00
Recital fees	4,644.89
	<hr/>
Total income	\$ 78,137.65

EXPENSE

Salaries	\$ 56,367.12
Musical Library	586.00
Clerks	399.40
Stationery, printing and postage.....	624.79
Advertising	412.52
Piano and organ tuning and repair.....	2,869.58
Purchase of instruments.....	67.58
Artist recitals	5,200.00
Diplomas	16.25
Sundry expense	170.05
Buildings and grounds, care and repairs—	
Janitors	\$1,897.75
Heat	3,584.99
Lights	259.94
Power	706.12
Water	80.75
Telephone	51.00
Insurance	226.35
Paving tax	32.00
Care of grounds.....	45.00
Supplies and repairs.....	926.00
	<hr/>
	7,809.90
Interest on Rice Memorial Hall, construction..	2,793.89
University appropriation	1,000.00
Library appropriation	300.00
	<hr/>
Total expense	\$ 78,617.08

REPORT OF THE TREASURER

Total income	\$ 78,137.65
Total expense	78,617.08
Deficit	\$ 479.43

Conservatory, Special Accounts—Receipts

Loan Fund—

Loans repaid	\$ 387.00
Receipts, student recitals	99.30
	—————\$ 486.30

Conservatory, Special Accounts—Payments

Loan Fund, loans made.....	\$ 267.75
----------------------------	-----------

LIBRARY

INCOME

From invested funds.....	\$ 7,579.66
(see page 404)	
Dividend G. F. Harvey Co.....	60.00
Oberlin Union School District.....	1,659.48
Slavic Department, appropriation.....	50.00
Term bills—College	\$3,825.00
Academy	450.00
Conservatory	300.00
	————— 4,575.00
Gifts for current use.....	291.72
Registrar's fees	180.00
Examinations	402.25
Interest on endowment subscriptions.....	6.00
Various	6.50
Total income	\$ 14,810.61

EXPENSE

Salaries	\$ 3,570.00
Clerks	480.00
Assistants	6,187.08
Student help	767.99
Stationery, printing and postage.....	352.81
Purchase of books and periodicals.....	4,863.94
Binding	1,015.32

Express, freight, etc.....	91.69	
Supplies	699.87	
Building and grounds, care and repairs—		
Janitors	\$ 931.69	
Heat	1,984.00	
Lights and power.....	1,762.96	
Water	247.40	
Telephone	27.00	
Insurance.	91.60	
Paving tax	183.26	
Supplies and repairs.....	1,144.32	
	<hr/>	
	\$6,372.23	
Less charged to Olney Art Collec-		
tion	175.00	
	<hr/>	
		6,197.23
Interest on advances.....	890.31	
	<hr/>	
Total expense		\$25,116.24
	<hr/>	
Total expense	\$ 25,116.24	
Total income	\$14,810.61	
Less unexpended income for spe-		
cial purposes	512.16	
	<hr/>	
		14,298.45
	<hr/>	
Deficit	\$10,817.79	

Library, Special Accounts—Receipts

Gifts for endowment.....	\$ 10,150.00
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ACADEMY

INCOME

Term bills	\$ 19,881.50
Gifts for current expense.....	103.00
Diploma fees	126.00
	<hr/>
Total income	\$ 20,110.50

EXPENSE

Salaries	\$ 16,050.00
Clerks	340.90

Stationery, printing and postage.....	610.00
Advertising	267.73
Diplomas	21.06
Library, from term bills.....	450.00
Scholarships—Faculty \$	450.00
Trustee	2,512.42
	<hr/>
	2,962.42
Equipment	151.70
Sundry expense	320.03
Buildings and grounds, care and repairs—	
French Hall—	
Janitors \$	175.00
Heat	191.75
Lights	19.06
Water	1.80
Insurance	6.30
Supplies and repairs.....	134.45
	<hr/>
	528.36
Society Hall—	
Janitors \$	175.00
Heat	278.70
Lights	11.66
Water	1.65
Insurance	8.64
Supplies and repairs.....	135.78
	<hr/>
	\$ 611.43
Less paid in College Dept.....	130.00
	<hr/>
	481.43
Total expense	<hr/>
	\$ 22,183.63
Total income	\$ 20,110.50
Total expense	22,183.63
	<hr/>
Deficit	\$ 2,073.13

Academy, Special Accounts—Receipts

Physical Laboratory fees.....	\$ 127.50
Botanical and Zoölogical Laboratory fees..	105.62
Athletic fees	287.00
Loan Fund, interest.....	12.50
Gift for department	25,000.00
	<hr/>
	\$ 25,532.62

Academy, Special Accounts—Payments

Physical Laboratory	\$ 127.97
Botanical and Zoölogical Laboratory.....	5.58
Athletic fees	281.25
Fitting up new building (pt.).....	2,902.64
	<hr/> \$ 3,317.44

Summary of all Receipts and Payments except changes of Investments

	Receipts	Payments
University, income and expense.....*	\$ 63,194.67	†\$ 57,131.77
University, special accounts	225,705.75	104,705.15
College, income and expense.....	120,190.36	120,018.91
College, special accounts	11,987.84	13,379.72
Theological Seminary, income and expense	18,715.96	18,565.96
Theological Seminary, special accounts....	206,529.97	10,020.42
Conservatory, income and expense.....	78,137.65	78,617.08
Conservatory, special accounts	486.30	267.75
Library, income and expense.....	14,810.61	25,116.24
Library, special accounts	10,150.00	
Academy, income and expense.....	20,110.50	22,183.63
Academy, special accounts	25,532.62	3,317.44
	<hr/> \$795,552.23	<hr/> \$453,324.07
	453,324.07	
	<hr/> \$342,228.16	
Loan to cover deficits in the University, Conservatory and Academy accounts....	7,591.47	
	<hr/>	
Increase of funds and balances as shown on page 387	\$349,819.63	

*This amount does not include \$1,714.28 of University income which was transferred to the Theological Seminary and appears as a part of Theological Seminary income (\$18,715.96.)

†This amount does not include the Library deficit for the year, \$10,817.79, which is a part of Library payments (\$25,116.24.)

Funds and Balances in Care of the Treasurer

UNIVERSITY

Endowment Funds

August 31, 1911		August 31, 1912
\$ 173,853.86	Endowment	\$175,438.86
17,514.89	Alumni (1870)	17,514.89
24,475.00	E. I. Baldwin (1894)	24,475.00
10,000.00	Henrietta Bissell (1879)	10,000.00
37,142.19	James H. Fairchild	
	Professorship (1888)	37,242.19
38,000.00	Dickinson (1893)	38,000.00
4,846.10	Clarissa M. Smith (1896)....	4,846.10
20,000.00	Ralph Plumb (1881)	20,000.00
2,000.00	Truman P. Handy (1899)	2,000.00
85.06	Shaw (1882)	85.06
79.14	Latimer (1876)	79.14
1,505.91	Butler (1882)	1,505.91
709.68	Gillett (1880)	709.68
3,028.26	Cooper (1902)	3,028.26
242.70	Finney (1882)	242.70
1,033.77	West (1902)	1,033.77
800.12	McClelland (1903)	800.12
47,270.85	Reunion Fund of 1900 (pt.)..	
	Class of '38.....\$	200.00
	Class of '42.....	500.00
	Class of '43.....	565.00
	Class of '45.....	100.00
	Class of '46.....	50.00
	Class of '47.....	285.00
	Class of '48.....	10.00
	Class of '50.....	250.00
	Class of '51.....	260.00
	Class of '54.....	35.00
	Class of '55.....	25.00
	Class of '56.....	985.00
	Class of '57.....	755.00
	Class of '59.....	343.00
	Class of '60.....	97.76
	Class of '61.....	100.00

Amounts carried forward\$4,560.76 \$337,001.68

Amounts brought forward	\$4,560.76	\$337,001.68
Class of '62	910.00	
Class of '63	485.00	
Class of '64	75.00	
Class of '65	810.00	
Class of '66	266.50	
Class of '67	455.00	
Class of '70	1,480.00	
Class of '71	450.00	
Class of '72	561.00	
Class of '73	1,115.00	
Class of '74	190.00	
Class of '75	2,698.01	
Class of '76	858.00	
Class of '77	562.50	
Class of '78	9,595.00	
Class of '79	1,288.45	
Class of '80	459.00	
Class of '81	525.25	
Class of '82	1,400.00	
Class of '83	3,191.50	
Class of '84	1,178.20	
Class of '85	2,650.00	
Class of '86	624.00	
Class of '87	464.74	
Class of '88	380.00	
Class of '89	2,655.00	
Class of '90	1,991.50	
Class of '91	727.00	
Class of '92	500.50	
Class of '93	1,260.50	
Class of '94	854.00	
Class of '95	90.00	
Class of '96	365.00	
Class of '97	958.34	
Class of '99	636.10	—47,270.85
38,500.00 William E. Osborn (1901) . . .	38,500.00	
5,000.00 John Sherman (1901)	5,000.00	
200,000.00 John D. Rockefeller (1902) . .	200,000.00	
10,000.00 E. A. and C. B. Shedd (1902)	10,000.00	
10,000.00 Marcus Lyon (1902)	10,000.00	
6,000.00 Warner Gymnasium (1902) . .	16,000.00	

Amount carried forward \$663,772.53

REPORT OF THE TREASURER

Amount brought forward		\$663,772.53
10,000.00	Olney (1904)	10,000.00
2,997.97	Keith (1904)	2,997.97
100,000.00	Anonymous (1906)	100,000.00
31,019.63	Haskell (1905)	31,019.63
10,000.00	Kora F. Barnes (1905)	10,000.00
2,000.00	Angeline Fisher Jenison	
	(1907)	2,000.00
3,871.25	Edward D. Kimball (1907) ..	3,871.25
10,000.00	Sarah M. Atkinson (1908) ..	10,000.00
275.39	Maria B. Bigelow (1908) ...	275.39
100.00	Janette W. Baker (1909) ...	100.00
100.00	Clara E. Carrothers (1909) .	100.00
46,000.00	John S. Kennedy (1909)	46,000.00
100.00	Mrs. F. E. Tracy (1909)	100.00
1,000.00	Olivia E. P. Stokes (1909) ..	1,000.00
200.00	F. A. Hubel (1909)	200.00
100.00	Rebecca Webb (1910)	100.00
1,000.00	E. A. West (1910)	1,000.00
500.00	Mrs. Frederick Billings (1910)	500.00
500.00	"Friends"	500.00
1,000.00	Albert Keep (1911)	1,000.00
1,000.00	Victor F. Lawson (1910)	1,000.00
400.00	Endowment Union	400.00
5,000.00	William M. Ampt (1911)	5,000.00
10,000.00	Ellen James (1911)	10,000.00
5,000.00	Anonymous (1911)	5,000.00
5,000.00	A. W. and R. B. Mellon	
	(1911)	5,000.00
1,000.00	C. A. Coffin (1911)	1,000.00
1,000.00	Mrs. M. K. Jesup (1911)	1,000.00
2,500.00	"A Friend" (1911)	2,500.00
1,000.00	Delos O. Wickham (1911) ...	1,000.00
1,000.00	Martha A. Kirby (1911)	1,000.00
10,175.00	Charles M. Hall (1911)	10,175.00
2,525.00	Kate Fowler (1911)	2,525.00
400.00	Joel F. Vaile (1911)	700.00
400.00	Amos C. Miller (1911)	500.00
500.00	Charles E. Briggs (1911)....	500.00
50.00	Helen Talcott Stanley (1911)	50.00
100.00	Appleton R. Hillyer (1911) ..	100.00
Amount carried forward		\$931,986.77

Amount brought forward	\$931,986.77	
100.00 Mabel H. Perkins (1911) ..	\$	100.00
500.00 Mrs. W. R. Thompson (1911) .		500.00
100.00 Thomas Henderson (1911) ..		100.00
500.00 J. R. Rogers (1911)		500.00
50.00 Mary Pomeroy Green (1911)		50.00
50.00 Allen B. Wrisley (1911)		50.00
3,000.00 Jennie Allen Nurse (1875) .		3,000.00
1,358.85 Class of '98		1,572.35
General Education Board ...		
(1911)	124,758.34—	\$1,062,617.46
2,772.89 C. N. Pond	\$	2,776.53
5,971.46 Dutton		5,790.03
6,611.65 Dascomb		6,402.24
2,936.66 Prunty		2,933.49
52,909.43 C. V. Spear		51,854.91
6,361.24 Ross		6,354.30
4,225.39 Gilchrist		4,186.66
10,531.63 Marx Straus		8,558.22
4,961.34 Mary A. Springer		4,686.19
5,025.07 Collins		5,026.32
4,563.30 Cooper		4,641.47
2,059.91 Williams		2,062.90
9,943.37 Firestone		11,940.54
939.96 Hotchkiss		926.33
1,898.86 Johnson		1,873.80
3,282.82 Ellis		2,846.96
6,500.00 Magraugh		6,500.00
5,580.00 Carroll Cutler		5,580.00
5,000.00 Ransom		5,000.00
1,940.00 Gilbert Memorial	1,992.00—	141,932.89

Scholarship Funds

1,000.00 Cowles Memorial (1884) ...	\$	1,000.00
1,100.00 Dr. A. D. Lord (1882)		1,100.00
1,000.00 Mrs. Elizabeth W. R. Lord		
(1882)		1,000.00
1,045.00 Hinchman (1873)		1,045.00
5,000.00 Lydia Ann Warner (1888) ..		5,000.00
1,000.00 Ferdinand V. Hayden (1888)		1,000.00
6,000.00 Avery (1862)		6,000.00

Amounts carried forward \$ 16,145.00 \$1,204,550.35

REPORT OF THE TREASURER

Amounts	brought forward	\$ 16,145.00	\$1,204,550.35
1,250.00	Finney (1887)	1,250.00	
1,000.00	Howard Valentine (1880) . . .	1,000.00	
1,000.00	Caroline (1881)	1,000.00	
1,000.00	Talcott (1881)	1,000.00	
1,000.00	Metcalf (1881)	1,000.00	
1,000.00	Dodge (1881)	1,000.00	
1,000.00	Dascomb (1879)	1,000.00	
1,000.00	Bierce (1886)	1,000.00	
1,000.00	Graves (1894)	1,000.00	
750.00	Lewis Nelson Churchill (1890)	750.00	
200.00	Ann Lincoln (1891)	200.00	
1,250.00	Mary E. Wardle (1896)	1,250.00	
6,500.00	Dr. Dudley Allen (1899) . . .	6,500.00	
1,000.00	Henry N. Castle (1900)	1,000.00	
1,025.00	Class of '58 (1900)	1,025.00	
1,060.50	Class of '69 (1900)	1,060.50	
1,000.00	Class of '98 (1900)	1,000.00	
1,000.00	Jean Woodward Irwin (1902)	1,000.00	
1,750.00	Howard Gardner Nichols (1902)	1,750.00	
1,000.00	May Moulton Memorial (1902)	1,000.00	
1,000.00	John Manning Barrows (1902)	1,000.00	
1,000.00	Julia Clark Davis (1905) . .	1,000.00	
2,000.00	Lucy M. Thompson (1905) . .	2,000.00	
5,000.00	Goodnow (1906)	5,000.00	
5,000.00	Correlia L. Reamer (1910) . .	5,000.00	
1,500.00	Hawaii (1911)	1,500.00	
365.00	Class of 1900 (1910)	395.00	
	Helen Handy Newberry (1912)	1,000.00—	58,825.50
127.75	May Moulton Loan Fund (1904)		
	Fund	\$ 500.00	
	Additions by inter- terest	121.85	
		\$ 621.85	
	Loaned	589.50	
	Unloaned balance	\$ 32.35	
Amounts	carried forward	\$ 32.35	\$1,263,375.85

Amounts brought forward	\$ 32.35	\$1,263,375.85
4,027.55 Gilchrist Banking Fund (1906)		
Fund	\$ 9,500.00	
Additions by		
interest	1,051.15	
	<u>\$ 10,551.15</u>	
Loaned	9,723.25	
	<u> </u>	
Unloaned balance	827.90	
Edwin T. Earl Fund (1911)	60.18	
407.31 Jones Loan Fund (1859)		
Unloaned balance	164.28	
74.00 Anderegg Loan Fund	55.00	
396.32 Scholarship Loan Fund	600.79	
155.00 Fund for Freshmen Women	193.50	
930.92 Parker Fund	905.80	
130.00 Trustee Scholarship Fund	130.00	
Perkins Loan Fund (1912)		
Fund	\$ 250.00	
Additions by in-		
terest . . . . .	.17	
	<u>\$ 250.17</u>	
Loaned	200.00	
	<u> </u>	
Unloaned balance	50.17—	3,019.97
1,150.00 Y. M. C. A. Reading Room		
Fund	\$ 1,207.50	
589.83 Hannah Snow Lewis Fund		
(1902)	589.83	
524.91 Foltz Tract Fund (1881)	525.91	
1,500.00 Celia Morgan Haynes Fund		
(1911)	1,500.00—	3,823.24
205.23 Unused income from Scholarships—		
Cowles Memorial	\$.70	
Hinchman	24.00	
Warner	84.35	
Hayden	21.70	
Finney	67.78	
Caroline . . . . .	.70	
Lincoln . . . . .	.14	
Allen	39.05	
Castle . . . . .	.70	
Amounts carried forward	\$ 239.12	\$1,270,219.06

REPORT OF THE TREASURER

Amounts brought forward	\$ 239.12	\$1,270,219.06
Class of '69 . . . . .	.42	
Class of '98 . . . . .	.70	
Nichols	37.70	
Barrows	20.70	
Davis . . . . .	.70	
Class of 1900	33.50	
Hawaii	75.00—	407.84
106,151.63 Balance credits, sundry accounts—		
Class of '82 Shrub Fund..\$	9.00	
Dormitory Fund	100.00	
Swimming Pool Fund	652.83	
Art Building Fund	6,343.50	
Barrows Memorial Fund . . .	6,548.50	
Campus Improvement Fund	2,269.24	
Fund for General Plan		
Buildings and Grounds . . .	20,245.05	
Keep Cottage Construction	3,669.65	
Men's Gymnasium Con-		
struction	829.81	
Chapel Insurance	14,296.99	
Boarding Halls	1,727.11	
West Virginia Oil Land..	1,725.68	
Gymnasium and Field As-		
sociation	2,000.00	
Reserve Fund for General		
Investments	32,182.32	
Fund for Exchange Lec-		
turers	13.17	
G. F. Wright Research		
Fund	1.14	
Oberlin Alumni Ass'n. . . .	11.49	
Fund for Business Training	25.00	
Skating Floor	17.97	
Olney Art Gallery	284.02—	92,952.47

COLLEGE

Endowment Funds

\$ 68,059.59	Endowment	\$ 68,059.59
19,634.41	Dascomb Professorship	
(1878)		19,634.41

Amounts carried forward \$ 87,694.00 \$1,363,579.37

Amounts brought forward	\$ 87,694.00	\$1,363,579.37
50,000.00 Stone Professorship		
(1880)	50,000.00	
55,881.37 Fredrika Bremer Hull		
Professorship (1889)	55,881.37	
30,000.00 Graves Professorship (1882).	30,000.00	
30,000.00 Brooks Professorship (1895).	30,000.00	
23,748.25 Monroe Professorship (1889).	23,748.25	
25,000.00 James F. Clark		
Professorship (1883)	25,000.00	
20,000.00 Perkins (1895)	20,000.00	
25,000.00 Avery Professorship (1867) .	25,000.00	
12,524.33 Adelia A. F. Johnston		
Professorship (1898)	12,524.33	
45,000.00 L. H. Severance Professor-		
ship (1902)	45,000.00	
10,720.00 Severance Laboratory (1902)	10,720.00	
71.00 Professorship of Animal		
Ecology (1911)	102.00—	415,669.95
4,000.00 Zoölogical Laboratory (1911)		4,000.00

Scholarship Funds

1,000.00 Jennie Morton Williams	\$ 1,000.00	
6,000.00 Ellen M. Whitcomb (1884) ..	6,000.00	
1,000.00 Flora L. Blackstone (1892) ..	1,000.00	
500.00 Tracy-Sturges (1881)	500.00	
1,500.00 E. A. West (1897)	1,500.00	
1,000.00 Harvey H. Spelman (1899) ..	1,000.00	
1,000.00 Lucy B. Spelman (1889) . . .	1,000.00	
1,000.00 Janet Whitcomb (1899)	1,000.00	
1,000.00 Mrs. F. E. Tracy (1900)	1,000.00	
5,000.00 Frank Dickinson Bartlett		
(1900)	5,000.00	
2,000.00 Andover (1900)	2,000.00	
2,000.00 J. C. and Elizabeth E. Wilder		
(1902-7)	2,000.00	
2,500.00 The Comfort Starr Scholar-		
ship Fund (1902)	2,500.00	
500.00 Sarah M. Hall (1905)	500.00	
4,750.00 Gilchrist-Potter Scholarship		
Fund (1906)	4,750.00—	30,750.00

Amount carried forward \$1,813,999.32

REPORT OF THE TREASURER

Amount brought forward		\$1,813,999.32
1,001.85	Unused income from scholarships—	
	Ellen M. Whitcomb \$	4.20
	Tracy-Sturges	13.35
	Harvey H. Spelman . . . . .	.70
	Frank Dickinson Bartlett	3.50
	Andover	1.40
	Comfort Starr Scholarship Fund	1,024.40
	Sarah M. Hall . . . . .	.35—
		1,047.90
2,283.81	Balance credits, sundry accounts—	
	Anatomy \$	93.44
	Botanical Laboratory	70.80
	Chemical Laboratory	356.75
	College Surplus	171.45
	Economics	66.45
	Economics Lecture Fund	11.48
	English Lecture Fund	97.23
	Geological Laboratory	113.50
	Geological Museum	1.20
	Latin Archaeology	3.85
	Mathematics	25.00
	Physical Training, Men	22.22
	Summer School	114.83
	Zoölogical Laboratory	84.33—
		1,232.53

THEOLOGICAL SEMINARY

Endowment Funds

\$ 36,164.60	Endowment	\$ 36,547.60
21,371.10	Finney Professorship (1870)	21,371.10
8,935.84	Morgan Professorship (1873)	8,935.84
25,000.00	Holbrook Professorship (1881)	25,000.00
25,158.68	Michigan Professorship (1881)	25,158.68
4,750.00	Place (1895)	4,750.00
7,494.55	Burrell (1882)	7,494.55
133.39	Hudson (1890)	133.39
427.74	Warner (1891)	427.74
1,000.00	Joshua W. Weston (1902)	1,000.00
17,205.75	Wm. C. Chapin (1905)	17,205.75
20,000.00	Haskell Lectureship (1905)	20,000.00
40,000.00	D. Willis James (1907)	40,000.00

Amounts carried forward \$208,024.65 \$1,816,279.75

Amounts brought forward	\$208,024.65	\$1,816,279.75
1,000.00 L. Smith Hobart (1908)	1,000.00	
4,908.13 Gillett (1905)	4,908.13	
100,275.00 Walworth (1905)	155,275.00	
Anonymous (1911)	41,000.00	
Anonymous (1912)	50,000.00—	460,207.78
5,000.00 Edmund B. Fairfield		5,050.00

Scholarship Funds

5,000.00 Lemuel Brooks (1888)	\$ 5,000.00	
1,500.00 Jennie M. Rosseter (1881)	1,500.00	
1,000.00 McCord-Gibson (1884)	1,000.00	
1,000.00 John Morgan (1883)	1,000.00	
1,000.00 Painesville (1879)	1,000.00	
1,000.00 Oberlin First Congregational Church (1881)	1,000.00	
1,000.00 Oberlin Second Congregational Church (1873)	1,000.00	
1,000.00 Anson G. Phelps (1890)	1,000.00	
1,000.00 Butler (1874)	1,000.00	
1,000.00 Miami Conference (1879)	1,000.00	
1,250.00 Tracy (1890)	1,250.00	
1,000.00 Sandusky (1887)	1,000.00	
1,250.00 Leroy H. Cowles (1897)	1,250.00	
1,000.00 Charles E. Fowler (1903)	1,000.00	
1,250.00 Emerson (1892)	1,250.00	
291.95 Susan S. Button Fund (1900)	291.95	
1,000.00 Elizabeth L. Warriner (1909)	1,000.00	
Student Employment Fund (1912)	50,000.00—	71,541.95
1,504.12 Unused income from Scholarships—		
Lemuel Brooks	\$ 293.50	
Jennie M. Rosseter	103.05	
McCord-Gibson	68.70	
John Morgan	68.70	
Painesville	68.70	
Oberlin First Church	68.70	
Oberlin Second Church	68.70	
Anson G. Phelps	63.70	
Butler	68.70	
Miami Conference	98.70	
Tracy	98.37	

Amounts carried forward \$ 1,069.52 \$2,353.079.48

REPORT OF THE TREASURER

Amounts brought forward	\$ 1,069.52	\$2,353,079.48
Sandusky	68.70	
Leroy H. Cowles	148.37	
Charles E. Fowler	118.70	
Emerson	148.37	
Susan S. Button Fund	58.86	
Elizabeth L. Warriner	118.70—	1,731.22
293.31 Seminary Loan Fund		192.76
409.20 Haskell Lectureship Income (bal.)		559.20
24.93 Balance credits, sundry ac- counts		24.93

CONSERVATORY

30,419.50 Fenelon B. Rice Professorship (1901)	\$ 30,419.50	
5,000.00 Endowment Fund (1909)	5,000.00	
81.32 Conservatory Loan Fund (1885)		
Unloaned balance	299.87—	35,719.37

LIBRARY

Book Funds

42.00 Library	\$ 42.00
887.00 Class of '85	887.00
500.00 Cochran (1886)	500.00
500.00 Grant (1887)	500.00
500.00 Hall (1886)	500.00
100.00 Henderson (1886)	100.00
11,176.63 Holbrook (1886)	11,176.63
500.00 Keep-Clark (1886)	500.00
1,000.00 Plumb (1887)	1,000.00
5,724.13 E. K. Alden (1899)	5,724.13
100.00 Andrews (1900)	100.00
2,152.50 Faculty (1902)	2,152.50
15,000.00 Anonymous (1908)	25,000.00
1,000.00 Anonymous (1906)	1,000.00
2,000.00 C. S. Hay (1908)	2,000.00
1,000.00 Helen F. Culver (1909)	1,000.00

Amounts carried forward \$ 52,182.26 \$2,391,306.96

General Endowment Funds

Amounts	brought forward	\$ 52,182.26	\$2,391,306.96
9,980.10	Helen G. Coburn (1906)	9,980.10	
2,850.00	E. A. West (1905)	2,850.00	
9,000.00	Charles M. Hall (1906)	9,000.00	
10,000.00	D. Willis James (1906)	10,000.00	
5,000.00	L. H. Severance (1906)	5,000.00	
475.00	Abbie R. Kendall (1906)	475.00	
33,395.56	C. N. Lyman (1907)	33,395.56	
5,000.00	E. A. and C. B. Shedd (1906)	5,000.00	
158.45	Whipple (1880)	158.45	
340.25	Perry (1873)	340.25	
586.49	Davis (1882)	586.49	
4,570.00	H. L. Terrell (1909)	4,570.00	
2,000.00	Grace H. Dodge (1909)	2,000.00	
1,350.00	Thomas A. Hall (1906)	1,350.00	
24,705.15	Sundries	24,855.15—	161,743.26
1,603.48	Unused income book funds..		2,115.64

ACADEMY

250.00	Loan Fund		262.50
79.73	Balance credits, sundry accounts—		
	Physical Laboratory	\$ 59.96	
	Botanical and Zoölogical Laboratory	118.09	
	Athletic fees	7.00	
	Fund for Academy Improvements	22,097.36—	22,282.41
<hr/>		<hr/>	
\$2,227,891.14	Total funds and balances....		\$2,577,710.77
	(Increase of funds and balances \$349,819.63)		
21,170.76	Deposits and personal accounts		32,891.16
<hr/>		<hr/>	
\$2,249,061.90			\$2,610,601.93

The foregoing Funds and Balances are invested in the following properties

NOTES AND MORTGAGES distributed as follows:

Akron	\$ 38,800.00
Cleveland	24,362.89
Cleveland Heights	3,740.00
Columbus	3,776.13
Elyria	11,000.00
Lorain	37,547.71
Oberlin	120,002.95
Wellington	350.00
On farm lands in Ohio	55,050.00

Total in Ohio \$294,629.68

Wabaunsee	\$ 200.00
On farm lands in Kansas	2,500.00

Total in Kansas 2,700.00

Grand Rapids	\$ 7,800.00
On farm lands in Michigan	18,185.00

Total in Michigan 25,985.00

Duluth	\$ 6,500.00
On farm lands in Minnesota	3,350.00

Total in Minnesota 9,850.00

Davenport	\$ 5,733.34
Des Moines	940.00

Total in Iowa 6,673.34

Chicago	52,250.00
New York City	55,000.00
Matthews, Indiana	1,108.70
On farm lands in Canada	150.00

Total Notes and Mortgages \$448,346.72

Amount brought forward		\$448,346.72
BONDS—		
	Cost	
\$3,000.00 *American Real Estate Co. 1st 6's.	\$	3,000.00
60,000.00 *American Telephone & Telegraph		
Co. Col. Trust 4's.....		55,200.00
10,000.00 Aurora, Elgin & Chicago Ry. Co.		
1st 5's		9,556.25
20,000.00 Aurora, Elgin & Chicago Ry. Co.		
1st & ref. 5's.....		18,500.00
4,500.00 Buckeye Stereopticon Co. 1st 6's		4,500.00
6,000.00 Chicago, Milwaukee & St. Paul		
Ry. Co. Conv. 4½'s.....		6,000.00
8,000.00 Cleveland & Eastern Ry. Co.		
1st 5's		6,091.00
20,000.00 Cleveland Cliffs Iron Co. Col.		
Trust 6's		20,200.00
30,000.00 Cleveland Furnace Co. 1st 6's..		30,000.00
25,000.00 Cleveland & Southwestern Trac-		
tion Co. 1st Con. 5's.....		23,750.00
10,000.00 Cleveland, Southwestern & Colum-		
bus Ry. Co., 1st 5's.....		10,000.00
9,500.00 Colonial Ice Co., 1st 6's.....		9,500.00
10,000.00 Columbia Improvement & Realty		
Co. 1st 6's.....		10,000.00
13,000.00 Cuyahoga Telephone Co. 1st 5's		10,632.95
20,000.00 Dow Chemical Co. 1st 6's.....		20,000.00
8,000.00 Elyria & Oberlin Ry. Co. 1st 6's		8,000.00
844.00 *Euclid Heights Realty Co. 1st 6's		844.00
10,000.00 Frazier Realty Co. 1st 6's.....		10,000.00
10,000.00 German-American First Car		
Trust 6's		10,000.00
10,000.00 German-American First Car		
Equipment 6's		10,000.00
25,000.00 Great Lakes & St. Lawrence		
Transportation Co. 1st 5's...		23,181.50
10,000.00 Green Bay Water Co. 1st 6's....		9,900.00
30,000.00 Home Riverside Coal Co. 1st 5's		25,000.00
10,000.00 Hudson & Manhattan R. R. Co.		
1st Conv. 4½'s		10,000.00
Amounts carried forward		\$343,855.70
		\$448,346.72

*Gift

REPORT OF THE TREASURER

		Cost	
	Amounts brought forward	\$343,855.70	\$448,346.72
30,000.00	Lake Shore Electric R. R. Co.		
	1st 5's	25,500.00	
25,000.00	Lake Superior & Ispheming Ry.		
	Co. 1st 6's.....	25,250.00	
10,000.00	Lima Telephone & Telegraph Co.		
	1st 5's	8,101.00	
15,000.00	Lorain Street Ry. Co. Con. 5's...	13,875.00	
10,000.00	Mahoning Valley Water Co.		
	1st 6's	10,000.00	
20,000.00	New Orleans Great Northern R.		
	R. Co. 1st 5's.....	18,800.00	
15,000.00	Niagara, Lockport & Ontario Pow-		
	er Co. 1st 5's.....	13,500.00	
30,000.00	*Northampton Portland Cement		
	Co. 1st 6's.....	30,000.00	
5,000.00	Northern Ohio Traction & Light		
	Co. 1st Con. 4's.....	3,650.00	
35,000.00	Northern Ohio Traction & Light		
	Co. Col. Trust 6's.....	35,000.00	
9,000.00	Oberlin Telephone Co. 1st 6's...	8,100.00	
10,000.00	Ohio Quarries Co. 1st 6's.....	10,000.00	
15,000.00	Ontario Power Co. Deb. 6's.....	14,175.00	
25,000.00	Ontario Power Co. 1st 5's.....	23,875.00	
20,000.00	Provident Steamship Co. 1st 5's	19,400.00	
10,000.00	Quanah, Acme & Pacific Ry. Co.		
	1st 6's	10,100.00	
25,000.00	Roby Coal Co. 1st 6's.....	25,000.00	
22,000.00	Rogers-Brown Iron Co. 1st &		
	Ref. 5's	21,725.00	
15,000.00	St. Louis & San Francisco R. R.		
	Co. 1st 5's.....	14,175.00	
15,000.00	St. Louis Southwestern Ry. Co.		
	1st Con. 4's.....	12,262.50	
10,000.00	Sapulpa, Oklahoma Street Imp. 6's	10,000.00	
10,000.00	Sherwin-Williams Co. of Canada		
	1st & Ref. 6's.....	10,000.00	
5,000.00	South Euclid Development Co.		
	1st 6's	5,000.00	
	Amounts carried forward	\$711,344.20	\$448,346.72

*Gift

		Cost	
Amounts brought forward		\$711,344.20	\$448,346.72
10,000.00	Standard, Pocahontas Coal Co.		
	1st 6's	10,000.00	
10,000.00	Stephenville, North & South Texas		
	Ry. Co. 1st 5's.....	9,700.00	
30,000.00	Syracuse Rapid Transit Co.		
	2nd 5's	27,000.00	
5,500.00	Tuscarawas R. R. Co. 1st 6's...	5,500.00	
10,000.00	Tuteur Realty Co. 1st 6's.....	10,000.00	
28,000.00	United States Telephone Co.		
	1st 5's	22,900.00	
20,000.00	Wellman-Seaver-Morgan Engineer-		
	ing Co. 1st 5½'s.....	19,700.00	
10,000.00	Western Maryland Ry. Co. 1st 4's	8,512.50	
30,000.00	Wheeling Traction Co. 1st 5's..	30,000.00	
15,000.00	Youngstown Sheet & Tube Co.		
	1st 6's	15,000.00	
Total Bonds			869,656.70

STOCKS—

\$10,000.00	Aluminum Castings Co. Pfd. stock.	\$ 9,925.00
500.00	*American Stove Co. stock.....	500.00
10,000.00	American Water Works & Guar-	
	antee Co. Pfd. stock.....	9,550.00
24,000.00	Aurora, Elgin & Chicago Ry.Co.	
	Pfd. stock	20,845.00
60,000.00	Baltimore & Ohio R. R. Co. stock	63,895.00
40,000.00	Chicago, Milwaukee & St. Paul	
	Ry. Co. stock.....	46,000.00
4,600.00	Cleveland & Eastern Ry. Co.	
	Pfd. stock	_____
4,000.00	Cleveland & Eastern Ry. Co.	
	stock	_____
10,000.00	Cleveland, Southwestern & Colum-	
	bus Ry. Co. stock.....	_____
10,000.00	Cleveland Railway Co. stock....	9,925.00
2,500.00	Hudson & Manhattan R. R. Co.	
	stock	_____

*Gift

Amounts carried forward\$160,640.00 \$1,318,003.42

		Cost	
Amounts brought forward	\$160,640.00	\$1,318,003.42	
50,000.00 New York Central & Hudson			
River R. R. Co. stock.....	56,617.50		
10,000.00 New York, Chicago & St. Louis			
R. R. Co. (Nickel Plate)			
2nd Pfd. stock.....	8,262.50		
10,000.00 New York State Railways Co.			
stock	8,937.50		
15,000.00 Northern Ohio Traction & Light			
Co. Pfd. stock	15,075.00		
60,500.00 Pennsylvania R. R. Co. stock....	74,657.50		
17,000.00 U. S. Steel Corporation Pfd.			
stock	18,466.25		
1,000.00 *Wadsworth Light and Water Co.			
stock	1,000.00		
13,400.00 Western Union Telegraph Co.			
stock (Gift in part).....	11,504.50		
13,000.00 Youngstown Sheet & Tube Co.			
Pfd. stock	14,256.75		
Total Stocks		369,417.50	
SHORT TIME NOTES—			
\$20,000.00 Cuyahoga Telephone Co.		19,975.00	
COLLATERAL LOANS		168,912.86	
REAL ESTATE—			
Oberlin	\$191,527.17		
Cleveland	125,000.00		
Elyria	136.00		
Toledo	650.00		
Total in Ohio		\$317,313.17	
Grand Rapids	\$ 1,300.00		
Farm lands in Michigan	1,049.00		
Total in Michigan		2,349.00	
Amounts carried forward	\$319,662.17	\$1,876,308.78	

Amounts brought forward	\$319,662.17	\$1,876,308.78
Topeka	\$ 8,000.00	
Farm lands in Kansas	1,500.00	
<hr/>		
Total in Kansas	9,500.00	
Chicago	51,500.00	
Matthews, Indiana	230.00	
St. Paul	1,319.10	
<hr/>		
Total Real Estate.....		382,211.27
TIME DEPOSITS		16,937.74
SUNDRIES—		
Baldwin Cottage, construction account ..\$	9,460.32	
Talcott Hall, construction account	5,891.02	
Finney Memorial Chapel, construction accounts	29,681.22	
Carnegie Library, construction account and site	17,806.29	
Rice Memorial Hall, construction account and equipment	55,877.92	
Men's Building, construction account and site	16,159.61	
Spear Laboratory, repairs	4,127.17	
Stewart Hall, repairs	1,362.36	
Keep Home, repairs	1,163.81	
Women's Gymnasium, repairs.....	1,400.00	
Council Hall, heating and wiring.....	886.72	
Shurtleff Cottage, furnishings	800.00	
Park Hotel, furnishings	2,708.74	
Central Heating Plant	2,475.75	
Council Hall, special heating equipment.	1,452.87	
Herbarium	320.88	
Catalogue of former students.....	476.13	
Coal and supplies for 1912-13.....	4,228.40	
Unexpired insurance	1,884.92	
Expenses general plan buildings and grounds	3,956.02	
Student Employment Fund	1,466.48	
Scholarships overdrawn	512.74	
<hr/>		
Amounts carried forward	\$164,099.37	\$2,275,457.79

REPORT OF THE TREASURER

Amonnts brought forward	\$164,099.37	\$2,275,457.79
University deficit	5,038.91	
Academy deficit	2,073.13	
Conservatory deficit	479.43	
Bills receivable	18,382.05	
Shedd Fund notes	8,027.56	
Sundry accounts	18,493.03	
		<hr/>
		216,593.48
Deposits subject to check and cash.....		118,550.66
		<hr/>
		\$2,610,601.93

SUMMARY OF ASSETS

Notes and Mortgages	\$ 448,346.72
Bonds	869,656.70
Stocks	369,417.50
Short Time Notes	19,975.00
Collateral Loans	168,912.86
Real Estate	382,211.27
Time Deposits	16,937.74
Sundries	216,593.48
Cash	118,550.66
	<hr/>
	\$2,610,601.93
Buildings and equipment, less included in sundries.....	1,551,180.69
	<hr/>
	\$4,161,782.62

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books, except in so far as certain advances to construction accounts appear under the item "Sundries" on page 593. The values given are reasonable estimates based on their cost and present condition.

Arboretum	\$ 2,000.00
Art and Archæology apparatus.....	6,000.00
Athletic Grounds	3,500.00
Baldwin Cottage, furniture and site.....	50,000.00
Carnegie Library	155,000.00
College Lands	100,000.00
Council Hall and site.....	50,000.00
Finney Memorial Chapel and site.....	142,000.00
French and Society Halls.....	20,000.00
Geological Collection	9,000.00
Geological Laboratory and site.....	6,000.00
Herbarium and Botanical Equipment.....	15,000.00
Site for Keep Cottage (being built).....	3,500.00
Library	60,000.00
Lord Cottage, furniture and site.....	25,000.00
Men's Building, furniture and site.....	172,950.00
Musical Instruments and Apparatus.....	48,000.00
Musical Library	3,000.00
Olney Art Collection.....	113,000.00
Peters Hall and site.....	85,000.00
Physical and Chemical Apparatus.....	15,000.00
Psychological Laboratory Apparatus.....	1,500.00
Rice Memorial Hall, equipment and site.....	110,000.00
Severance Chemical Laboratory and site.....	75,000.00
Spear Laboratory	35,000.00
Stewart Hall and site.....	5,000.00
Sturges Hall and site.....	15,000.00
Talcott Hall, furniture and site.....	85,000.00
Warner Gymnasium and site.....	80,000.00
Warner Hall and site.....	175,000.00
Women's Gymnasium	15,000.00
Zoölogical and Anthropological Collection.....	16,000.00
	<hr/>
	\$1,696,450.00

The following table shows the income of each fund for the year.

UNIVERSITY

Endowment Funds

Endowment (part, balance under	Income
Seminary) \$	6,978.41
Alumni	875.74
E. I. Baldwin	1,223.75
Henrietta Bissell	500.00
James H. Fairchild Professorship.	1,857.10
Dickinson	1,900.00
Clarissa M. Smith	242.31
Ralph Plumb	1,000.00
Truman P. Handy	100.00
Shaw	4.25
Latimer	3.96
Butler	75.30
Gillett	35.48
Cooper	151.41
Finney	12.13
West	51.68
McClelland	40.00
Reunion Fund of 1900 (part)—	
Class of '38 \$	10.00
Class of '42	25.00
Class of '43	28.25
Class of '45	5.00
Class of '46	2.50
Class of '47	14.25
Class of '48 . . . . .	.50
Class of '50	12.50
Class of '51	13.00
Class of '54	1.75
Class of '55	1.25
Class of '56	49.25
Class of '57	37.75
Class of '59	17.15
Class of '60	4.88
Class of '61	5.00

Amounts carried forward . . \$ 228.03 \$ 15,051.52

		Income
Amounts brought forward	\$ 228.03	\$ 15,051.52
Class of '62	45.50	
Class of '63	24.25	
Class of '64	3.75	
Class of '65	40.50	
Class of '66	13.32	
Class of '67	22.75	
Class of '70	74.00	
Class of '71	22.50	
Class of '72	28.05	
Class of '73	55.75	
Class of '74	9.50	
Class of '75	134.90	
Class of '76	42.90	
Class of '77	28.13	
Class of '78	479.75	
Class of '79	64.43	
Class of '80	22.95	
Class of '81	26.27	
Class of '82	70.00	
Class of '83	159.57	
Class of '84	58.91	
Class of '85	132.50	
Class of '86	31.20	
Class of '87	23.24	
Class of '88	19.00	
Class of '89	132.75	
Class of '90	99.58	
Class of '91	36.35	
Class of '92	25.02	
Class of '93	63.02	
Class of '94	42.70	
Class of '95	4.50	
Class of '96	18.25	
Class of '97	47.92	
Class of '99	31.80—	2,363.54
William E. Osborn		1,925.00
John Sherman		250.00
John D. Rockefeller		10,000.00
E. A. and C. B. Shedd		500.00
Marcus Lyon		500.00
Amount carried forward	\$	30,590.06

REPORT OF THE TREASURER

	Income
Amount brought forward	\$ 30,590.06
Warner Gymnasium	800.00
Olney	500.00
Keith	149.90
Anonymous	5,000.00
Haskell	1,550.99
Kora F. Barnes	500.00
Angeline Fisher Jenison	100.00
Edward D. Kimball	193.57
Sarah M. Atkinson	500.00
Maria B. Bigelow	13.78
Janette W. Baker	5.00
Clara E. Carrothers	5.00
John S. Kennedy	2,300.00
Mrs. F. E. Tracy	5.00
Olivia E. P. Stokes	50.00
F. A. Hubel	10.00
Rebecca Webb	5.00
E. A. West	50.00
Mrs. Frederick Billings	25.00
"Friends"	25.00
Victor F. Lawson	50.00
Endowment Union	20.00
Albert Keep	50.00
William M. Ampt	250.00
Ellen James	500.00
Anonymous	250.00
A. W. and R. B. Mellon	250.00
C. A. Coffin	50.00
Mrs. M. K. Jesup	50.00
"A Friend"	125.00
Delos O. Wickham	50.00
Martha A. Kirby	50.00
Charles M. Hall	508.75
Kate Fowler	126.25
J. F. Vaile	20.00
Amos C. Miller	20.00
Charles E. Briggs	25.00
Helen Talcott Stanley	2.50
Appleton R. Hillyer	5.00
Mabel H. Perkins	5.00

Amount carried forward \$ 44,785.80

	Income	
Amount brought forward	\$ 44,785.80	
Mrs. W. R. Thompson	25.00	
Thomas Henderson	5.00	
J. R. Rogers	25.00	
Mary Pomeroy Green	2.50	
Allen B. Wrisley	2.50	
Class of '98	67.95	
Jennie Allen Nurse	150.00	
General Education Board (part year)	4,450.68	
<hr/>		
Total income University En- dowment Funds		\$ 49,514.43
(see page 355)		
C. N. Pond	\$ 138.64	
Dutton	298.57	
Dascomb	330.59	
Prunty	146.83	
C. V. Spear	2,645.48	
Ross	318.06	
Gilchrist	211.27	
Marx Straus	526.59	
Collins	251.25	
Cooper	228.17	
Williams	102.99	
Firestone	497.17	
Parker	46.55	
Hotchkiss	46.97	
Johnson	94.94	
Ellis	164.14	
Gilbert Memorial	172.00	
Fairfield	250.00—	6,470.21
<i>Scholarship Funds</i>		
Cowles Memorial	\$ 50.00	
Dr. A. D. Lord	55.00	
Mrs. Elizabeth W. R. Lord	50.00	
Hinchman Fund	52.25	
Lydia Ann Warner	250.00	
Ferdinand V. Hayden	50.00	
Avery Fund	300.00	
Finney	62.50	
<hr/>		
Amounts carried forward	\$ 896.75	\$ 55,984.64

REPORT OF THE TREASURER

	Income
Amounts brought forward	\$ 896.75 \$ 55,984.64
Howard Valentine	50.00
Caroline	50.00
Talcott	50.00
Metcalf	50.00
Dodge	50.00
Dascomb	50.00
Bierce	50.00
Graves	50.00
Lewis Nelson Churchill	37.50
Ann Lincoln Fund	10.00
Mary E. Wardle	62.50
Dr. Dudley Allen	325.00
Henry N. Castle	50.00
Class of '58	51.25
Class of '69	53.02
Class of '98	50.00
Class of 1900	18.25
Jean Woodward Irwin	50.00
Howard Gardner Nichols	87.50
May Moulton Memorial Fund	50.00
John Manning Barrows	50.00
Julia Clark Davis	50.00
Lucy M. Thompson	100.00
Goodnow	250.00
Correlia L. Reamer	250.00
Hawaii	75.00

Total income University
Scholarship funds 2,889.77
(see page 360)

Hannah Snow Lewis	\$ 25.00
Art Building	250.00
Barrows Memorial	250.00
Y. M. C. A. Reading Room	57.50— 582.50

COLLEGE

Endowment Funds

Endowment	\$ 3,402.98
Dascomb Professorship	981.72
Stone Professorship	2,500.00

Amounts carried forward \$ 6,884.70 \$ 59,456.91

	Income	
Amounts brought forward	\$ 6,884.70	\$ 59,456.91
Fredrika Bremer Hull Professorship	2,794.07	
Graves Professorship	1,500.00	
Brooks Professorship	1,500.00	
Monroe Professorship	1,187.41	
James F. Clark Professorship	1,250.00	
Perkins	1,000.00	
Avery Professorship	1,250.00	
Adelia A. Field Johnston Professorship	626.21	
L. H. Severance Professorship	2,250.00	
Severance Laboratory	536.00	
Professorship of Animal Ecology	3.55	

Total income College endowment funds 20,781.94
(see page 363)

Scholarship Funds

Jennie Williams	\$ 50.00
Ellen M. Whitcomb	300.00
Flora L. Blackstone	50.00
Tracy-Sturges	25.00
E. A. West	75.00
Harvey H. Spelman	50.00
Lucy B. Spelman	50.00
Janet Whitcomb	50.00
Mrs. F. E. Tracy	50.00
Frank Dickinson Bartlett	250.00
Andover	100.00
J. C. and Elizabeth E. Wilder	100.00
The Comfort Starr Scholarship Fund	125.00
Sarah M. Hall	25.00
Gilchrist-Potter Scholarship Fund	237.50

Total income College Scholarship funds 1,537.50
(see page 367)

Amount carried forward \$ 81,776.35

REPORT OF THE TREASURER

THEOLOGICAL SEMINARY

Endowment Funds

	Income
Amount brought forward	\$ 81,776.35
Endowment	\$ 1,808.23
Finney Professorship	1,068.56
Morgan Professorship	446.80
Holbrook Professorship	1,250.00
Michigan Professorship	1,257.94
Place	237.50
Burrell	374.73
Hudson	6.67
Warner	21.38
Joshua W. Weston	50.00
William C. Chapin	860.28
Haskell Lectureship	1,000.00
D. Willis James	2,000.00
L. Smith Hobart	50.00
Gillett	245.41
Walworth (part, balance to Slavic Department)	2,632.20
Anonymous (part year)	416.66
Anonymous (part year)	1,264.17
<hr/>	
Total income Seminary Endow- ment funds	\$ 14,990.53
(see page 368)	
From University funds (see page 355)	1,714.28
<hr/>	
	16,704.81

SLAVIC DEPARTMENT

Walworth (part)	4,069.75
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Scholarship Funds

Lemuel Brooks	\$ 250.00
Jennie M. Rosseter	75.00
McCord-Gibson	50.00
John Morgan	50.00
Painesville	500.00
Oberlin First Congregational Church	50.00
<hr/>	

Amounts carried forward	\$ 525.00	\$102,550.91
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	Income
Amounts brought forward	\$ 525.00\$102,550.91
Oberlin Second Congregational	
Church	50.00
Anson G. Phelps	50.00
Butler	50.00
Miami Conference	50.00
Tracy	62.50
Sandusky	50.00
Leroy H. Cowles	62.50
Charles E. Fowler	50.00
Emerson	62.50
Susan S. Button Fund	14.60
Elizabeth L. Warriner	50.00
<hr/>	
Total income Seminary Schol-	
arship funds (see page 369)	1,077.10
Student Employment (part year).	416.67

CONSERVATORY

Endowment Funds

Fenelon B. Rice Professorship . . . \$	1,520.97
Endowment Fund	250.00

Total income Conservatory	
funds	1,770.97

LIBRARY

Endowment Funds

Library	\$ 2.10
Class of '85	44.35
Cochran	25.00
Grant	25.00
Hall	25.00
Henderson	5.00
Holbrook	558.83
Keep-Clark	25.00
Plumb	50.00
E. K. Alden	286.20
Andrews	5.00
Faculty	107.62

Amounts carried forward	\$ 1,159.10\$105,815.65
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REPORT OF THE TREASURER

	Income
Amounts brought forward	\$ 1,159.10\$105,815.65
Anonymous	750.00
Anonymous	50.00
C. S. Hay	100.00
Helen F. Culver	50.00
Helen G. Coburn	499.01
E. A. West	142.50
Charles M. Hall	450.00
D. Willis James	500.00
L. H. Severance	250.00
Abbie R. Kendall	23.75
C. N. Lyman	1,669.78
E. A. and C. B. Shedd	250.00
Whipple	7.93
Perry	17.01
Davis	29.32
H. L. Terrell	228.50
Grace H. Dodge	100.00
Thomas A. Hall	67.50
Sundries	1,235.26

Total income Library endow-	
ment funds (see page 372) ..	7,579.66
Academy Loan	12.50

OTHER FUNDS HELD IN TRUST

Pinkerton	\$ 50.00
L. L. S. Fellowship	192.00
Aelioian Fellowship	102.50
	<hr/> 344.50

	\$113,752.31
Residue to Reserve Income for General In-	
vestment	481.48
	<hr/> \$114,233.79

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REFERRED TO IN THE REPORT OF THE TREASURER

In the Index the following abbreviations are used: (U), University; (C), The College of Arts and Sciences; (S), The Theological Seminary; (Con.), The Conservatory of Music; (A), The Academy; (L), The Library.

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REPORT OF THE AUDITING COMMITTEE FOR THE YEAR ENDING AUGUST 31, 1912

To the Board of Trustees of Oberlin College:

Your Committee have employed again this year The Cleveland Trust Company for the detail work of auditing the books and vouchers covering the College Treasurer's accounts for the year. Through their Accountant, Mr. F. L. Chamberlain, they submit the following report:

In accordance with your instructions, we have inspected the accounts of Mr. J. R. Severance, Treasurer of Oberlin College, from September 1st, 1911, to August 31st, 1912, in the following manner:

Checked all disbursements as shown in Cash Book, to returned vouchers properly receipted or substantiated by cancelled bank checks.

Verified all additions in Investment Day Book and Cash Book.

Counted cash on hand November 5th, 1912, and verified computations of same from August 31st, 1912.

Reconciled Bank accounts as of August 31st, 1912, and found same to agree with statements as submitted by Banks, total cash on hand and in Banks aggregating \$118,550.66 as shown by Trial Balance Book.

Verified postings from Investment Day Book to Ledger.

Checked and verified Trial Balance Book, balance figure being \$2,610,601.93.

Inventoried Notes Receivable comprising charges to various Loan Funds for year.

Compared balances as shown by Real Estate Loan and Investment Ledgers \$399,175.78 and \$1,887,666.52 respectively with those called for by the General Books.

We are pleased to report that within the scope of our inspection, we find no irregularities.

In addition to the detailed audit by The Trust Company, your Committee personally have made a careful examination of all bonds, notes, mortgages, certificates of stock, and other evidences of property, which were on hand at the beginning of the present year, or were received during the year, and have also examined all securities held as collateral for loans, and all deeds for real estate purchased within the year. We

find that all are now in the hands of the Treasurer, or are fully accounted for, and that they correspond exactly with the detailed statements of investments as they appear on the Treasurer's books, August 31st, 1912, and as audited by the Accountant.

We further find, by personal examination, that the proceeds of all securities and real estate sold, and all payments of principal endorsed on notes, have been properly credited on the books of the College.

We further certify that we have examined the bond of Mr. James R. Severance, Treasurer, for \$50,000, and the bond of the Assistant Treasurer, Mr. H. B. Thurston, for \$20,000, both of which bonds are kept in the custody of the President of the College.

[SIGNED]

C. H. Kirshner,
Irving W. Metcalf,
Auditing Committee

Oberlin, Ohio, November 15, 1912.

THE ANNUAL MEETING OF THE BOARD OF TRUSTEES, NOVEMBER 15, 1912

There were present: President King, Messrs. Allen, Bradley, Cochran, Durand, Ford, Gates, Kirshner, Metcalf, Miller, Shedd, Tenney.

The election of Alumni Trustee resulted as follows: Dr. Lucien C. Warner, New York, N. Y., of the class of 1865, was reëlected for the full term of six years.

Mr. F. N. Finney, of Milwaukee, Wis., and Mr. L. H. Severance, of New York, N. Y., were reëlected to succeed themselves as members of the Board. The vacancy caused by the death of Mr. E. J. Goodrich was not filled.

The Trustees gave careful consideration to various recommendations presented by President King in his Annual Report, and to the report of the Treasurer as to the investment of the College Funds.

The Trustees approved a recommendation from the General Faculty for the establishment of six additional scholarships to be held by graduate students. This increases the number of graduate scholarships from ten to sixteen.

The Prudential and Investment Committees were asked to secure estimates of the cost involved in erecting a central plant for heating and lighting the college buildings.

Action upon the report upon limitation of numbers of students was deferred until the next meeting of the Board.

The appointment of Professor Edward I. Bosworth as Senior Dean of the Theological Seminary and of Professor G. Walter Fiske as Junior Dean were made permanent.

ALUMNI ASSOCIATIONS

GENERAL ASSOCIATIONS

COLLEGE ASSOCIATION

President—Dr. Carl S. Patton, of the class of 1888, of Columbus, O.

Vice-Presidents—Judge Alexander Hadden, of the class of 1873, of Cleveland, O; Mrs. Mary Plumb Millikan, of the class of 1893, of River Forest, Ill; Mr. Dahl B. Cooper of the class of 1903, of Youngstown, O.

Secretary—Mr. George M. Jones, of the class of 1894, of Oberlin, O.

The membership includes all graduates of the College, the Theological Seminary, the Conservatory of Music, and all holders of honorary degrees bestowed by the College.

The annual meeting is held in Oberlin on Tuesday morning of Commencement Week. The Alumni Dinner occurs on Wednesday, Commencement Day.

Six of the Trustees of Oberlin College are elected to their office by the ballot of all Alumni of the College, one vacancy occurring in the Board at each annual meeting.

THEOLOGICAL ASSOCIATION

President—Rev. John F. Berry, t'91, Cleveland, O.

Speaker—Rev. Ross W. Sanderson, t'08, Sandusky, O.

Alternate—Rev. Ira J. Houston, t'05, Mount Vernon, O.

Secretary—Professor Louis F. Miskovsky, t'91, Oberlin, O.

The annual meeting is held at 9:00 o'clock in the morning of the day of the Commencement exercises of the Theological Department, in May of each year.

LOCAL ASSOCIATIONS

NEW ENGLAND ASSOCIATION, FOUNDED IN 1877

President—Mr. Louis D. Gibbs, '98, 133 Oakleigh Road, Newton, Mass.

Vice-President—Mr. Luther H. Carey, ex-'94, 14 Beacon St., Boston, Mass.

Corresponding Secretary—

Recording Secretary and Treasurer—Mr. Ralph H. Houser, '09, 29 Wachusett Ave., Arlington Heights, Mass.

NEW YORK ASSOCIATION, FOUNDED IN——

President—Mr. Pliny W. Williamson, '99, 115 Broadway, New York, N. Y.

First Vice-President—Mr. Lucien T. Warner, '98, 61 Broad St., Bridgeport, Conn.

Second Vice-President—Miss M. Louise Cook, ex-'05, 100 Park St., Montclair, N. J.

Corresponding Secretary—Mr. Franklin H. Warner, '98, 141 Broadway, New York, N. Y.

Treasurer—Mr. Clarence C. Johnson, '99, 195 Broadway, New York, N. Y.

Recording Secretary—Mr. John G. Olmstead, '06, 318 W. 57th St. New York, N. Y.

Annual meeting in March or April of each year.

OBERLIN ASSOCIATION OF ILLINOIS, FOUNDED IN 1870

President—Mr. Allan F. Millikan, '90, 445 Park Ave., River Forest, Ill.

Vice-President—Professor Henry C. Cowles, '93, University of Chicago, Chicago, Ill.

Secretary-Treasurer—Mr. Richard Carroll, '09, 5243 Kenmore Ave., Chicago, Ill.

Annual meeting in March or April of each year.

NORTHWESTERN ASSOCIATION, FOUNDED IN 1881

President—Mr. Edwin S. Slater, '83, 517 Metropolitan Life Building, Minneapolis, Minn.

Secretary—

MIDLAND ASSOCIATION, FOUNDED IN 1889

President—Mr. A. Tyler Hemingway, '02, 1120 R. A. Long Bldg., Kansas City, Mo.

Secretary and Treasurer—Mr. J. R. Woodworth, '97, 1517 Summit Ave., Little Rock, Ark.

WESTERN PENNSYLVANIA ASSOCIATION, FOUNDED IN 1893

President—Mr. H. A. McConnaughey, '08, 52 Olympia St., Mt. Washington Sta., Pittsburg, Pa.

Vice-President—Mr. T. W. D. Addenbrook, '00, 1404 4th Ave., New Brighton, Pa.

Secretary and Treasurer—Mrs. Elinore Jones Seaman, '98, 420 Home Ave., Avalon, Pa.

Annual meeting in April of each year.

RED RIVER VALLEY ASSOCIATION, FOUNDED IN 1898

President—Rev. Robert Paton, '88, Carrington, N. D.

Secretary and Treasurer—Mr. A. A. Love, '88, Fargo, N. D.

Annual meeting in February or March of each year.

CENTRAL NEW YORK ASSOCIATION, FOUNDED IN 1903

President—Mr. Marshall W. Downing, '94, 700 Court St., Syracuse, N. Y.

Secretary and Treasurer—Professor A. S. Patterson, '95, 415 University Place, Syracuse, N. Y.

Annual meeting in March or April of each year.

NORTHWESTERN OHIO ASSOCIATION, FOUNDED IN 1903

President—Mr. Henry C. Truesdall, '94, 406 Valentine Building, Toledo, O.

Vice-President—Mrs. George B. Brown, '61, 2116 Warren St., Toledo, O.

Secretary and Treasurer—Miss Anna Commager, '07, 1209 Collingwood Ave., Toledo, O.

Annual meeting on the second Friday in February.

CLEVELAND ASSOCIATION, FOUNDED IN 1905

President—Dr. Charles E. Briggs, '93, 118 Lennox Building, Cleveland, O.

Vice-President—Dr. Martha R. Canfield, '68, Norfolk Road, Euclid Heights, Cleveland, O.

Secretary and Treasurer—Mr. Cleaveland R. Cross, '03, 1306 Williamson Building, Cleveland, O.

NORTHERN CALIFORNIA ASSOCIATION, FOUNDED IN 1905

President—Mr. Wakene A. Gates, '78, 1007 Phelan Building, San Francisco, Calif.

OBERLIN ASSOCIATION OF SUMMIT COUNTY, OHIO, FOUNDED IN 1905

President—Mr. Andrew H. Noah, ex-'80, Care Diamond Rubber Co., Akron, Ohio.

Vice-President—Mrs. William H. Means, ex-'91, 385 Woodland Ave., Akron, O.

Secretary—Mr. Phillip B. Treash, '00, 412 Hamilton Building, Akron, Ohio.

Treasurer—Mr. C. M. Woodruff, '01, 175 Merriman Road, Akron, Ohio.

OHIO VALLEY ASSOCIATION, FOUNDED IN 1906

Secretary—Russell B. Hopkins, '08, 1932 W. 8th St., Cincinnati, Ohio.

Treasurer—Mr. Fred E. Blundell, 221 W. 4th St., Cincinnati, O.

NEBRASKA ASSOCIATION, FOUNDED IN 1906

President—Mr. Harley G. Moorhead, '99, 657 Brandeis Building, Omaha, Neb.

Secretary—Miss Lucy M. Haywood, c.'94, 1522 S St., Lincoln, Neb.

OBERLIN COLLEGE ASSOCIATION OF MICHIGAN, FOUNDED IN 1908

President—

Vice-President—Mrs. Ralph Collins, 91 Rowena St., Detroit, Mich.

Secretary-Treasurer—Dr. Clarence E. Simpson, '99, 270 Woodward Ave., Detroit, Mich.

NORTHEASTERN IOWA OBERLIN ASSOCIATION, FOUNDED IN 1908

President—Mr. Ernest A. Sheldon, '99, Charles City, Iowa.

Vice-President—Miss Bertha K. Shutts, c.'04, 1214 Broad St., Grinnell, Iowa.

Secretary-Treasurer—

OBERLIN ASSOCIATION OF PUGET SOUND, FOUNDED IN 1909

President—Mr. E. B. Burwell, '84, 1421 E. Aloha St., Seattle, Wash.

Vice-President—Dr. Walter V. Gulick, '93, 412 Provident Bldg., Tacoma, Wash.

Secretary-Treasurer—Mr. Trafton M. Dye, '06, Care Reed and Bell, Wilcox Bldg., Portland, Ore.

SPOKANE ASSOCIATION, FOUNDED IN 1910

President—Dr. Arthur T. R. Cunningham, '96, S. 1220 Division St., Spokane, Wash.

Vice-President—Mrs. Edith Cowley Stillman, '91, R. F. D. 1, Spokane, Wash.

Secretary-Treasurer—Mr. Fred G. Fulton, E. 1107 32d Ave., Spokane, Wash.

OREGON OBERLIN ASSOCIATION, FOUNDED IN 1910

President—Hon. H. M. Cake, '81, 210 Chamber of Commerce Bldg., Portland, Ore.

Vice-President—Mr. Henry L. Bates, '76, Forest Grove, Ore.

Secretary—Dr. Courtland L. Booth, '05, 1073 Clinton St., Portland, Ore.

Treasurer—Mrs. F. E. Beach, 532 Chapman St., Portland, Ore.

Reporter—Miss Helen G. Abbott, '05, 831 Capitol Ave., Portland, Ore.

OBERLIN ASSOCIATION OF NORTH CHINA, FOUNDED IN 1910

President—Rev. George D. Wilder, '91, Ku-low-hsi, Peking, China.

ST. LOUIS ASSOCIATION, FOUNDED IN 1910

President—Mr. Edward H. Tenney, '03, 1418 Longfellow Ave., St. Louis, Mo.

First Vice-President—Mr. Delos R. Haynes, ex-'61, 3951 Delmar Ave., St. Louis, Mo.

Second Vice-President—Mr. Clark H. Sackett, '04, 5141 Cabanne Ave., St. Louis, Mo.

Secretary—Miss Grace V. Wilson, '00, 5359 Cabanne Ave., St. Louis, Mo.

Treasurer—Mr. Edwin S. Pearl, '94, 4860 Kennerly Ave., St. Louis, Mo.

OBERLIN ASSOCIATION OF SOUTHERN CALIFORNIA, FOUNDED IN 1910

President—Rev. Frederic W. Fairfield, '68, 907 N. Bonnie Brae St., Los Angeles, Calif.

Vice-Presidents—Mr. James M. Guinn, '63, 5539 Monte Vista St., Los Angeles, Calif.; Rev. William M. Brooks, '57, 810 N. Bonnie Brae St., Los Angeles, Calif.; Mrs. Harriet Comings Milner, '67, 429 E. First St., Long Beach, Calif.

Secretary-Treasurer—Mr. Henry F. Clark, '68, 2448 W. 30th St., Los Angeles, Calif.

OBERLIN ASSOCIATION OF DAYTON AND VICINITY, FOUNDED IN 1911

President—Mr. Edwin L. Shuey, Jr., '09, 204 Central Ave., Dayton, Ohio.

Vice-President—Miss Katherine Wright, '98, 7 Hawthorn St., Dayton, O.

Secretary-Treasurer—Professor Edward A. Seibert, '97, 506 Forest Ave., Dayton, O.

MINNEAPOLIS AND ST. PAUL ASSOCIATION, FOUNDED IN 1912

President—Mr. Charles J. Jackman, '03, 1824 Nicollet Ave., Minneapolis, Minn.

Vice-President—

Secretary and Treasurer—Miss Frances E. Andrews, '11, 245 Clifton Ave., Minneapolis, Minn.

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GIFTS

All departments of the institution—the College, the Theological Seminary, the Academy, the Conservatory of Music, and the course in Drawing and Painting, are under the care of the same Board of Trustees, and all gifts and bequests should be made to “The Board of Trustees of Oberlin College.” When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income and endowments left as far as possible to be determined by the Trustees as the needs of the growing work may demand. The work of Oberlin College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings.

OBERLIN COLLEGE LIVING ENDOWMENT UNION
MEMBER’S AGREEMENT

I, the undersigned, hereby become a member of the Oberlin College Living Endowment Union, and agree, for the purpose of said Union, to pay five per cent per annum of the sum of..... Dollars, on or before the first day of July of each year, to the Treasurer of Oberlin College; provided, that, by giving thirty days’ notice previous to the date of payment to the Secretary of the Union, I shall be excused for such year from making this payment, or any part of it that I may request; and provided, further, that, by giving sixty days’ notice previous to the date of any payment, I may withdraw from the Union, and that all obligations hereunder shall terminate at my decease.

The first annual payment under this agreement (\$.....) is to be due and payable on or before July 1, 19.....

*Date..... Signature.....
Address.....*

FORM OF BEQUEST

I give and bequeath to The Board of Trustees of Oberlin College the sum of.....Dollars, for an endowment fund, to be called.....Fund (or Professorship, or Scholarship).

FORM OF ANNUITY BOND

Whereas the sum of.....Dollars has been given to the Board of Trustees of Oberlin College, Oberlin, Ohio, by of upon condition that, in consideration of said gift, an annuity ofDollars be paid to the said..... during.....life;

Therefore the Board of Trustees of Oberlin College hereby agrees to pay the said sum of.....Dollars to the order of said.....at the Treasurer's office of said College, during the natural life of said.....commencing January first, Nineteen Hundred.....

In witness whereof The Board of Trustees of Oberlin College has hereunto affixed its Corporate Seal and caused this bond to be signed by its Treasurer at Oberlin, Ohio, this.....day of.....191.....

